

Prairie View A&M University

Digital Commons @PVAMU

Board of Regents Archives

Academic Affairs Collections

1971

Nelson, I. V., Assistant Dean of College, April 1971

Prairie View A&M College

Follow this and additional works at: <https://digitalcommons.pvamu.edu/board-of-regents-archives>

Recommended Citation

Prairie View A&M College. (1971). Nelson, I. V., Assistant Dean of College, April 1971. Retrieved from <https://digitalcommons.pvamu.edu/board-of-regents-archives/25>

This Conference Proceeding is brought to you for free and open access by the Academic Affairs Collections at Digital Commons @PVAMU. It has been accepted for inclusion in Board of Regents Archives by an authorized administrator of Digital Commons @PVAMU. For more information, please contact hvkoshy@pvamu.edu.

April 13, 1971

Dr. Ivory V. Nelson
Assistant to the
Dean of the College
Campus

Dear Dr. Nelson:

Enclosed is a memorandum from Dr. W. W. Grigorieff concerning resource materials offered by the Division of Technical Information.

I shall be pleased if you would review this material very carefully and make the proper decision in behalf of Prairie View A. and M. College

Very truly yours,

Alvin I. Thomas
President

AIT/maw

Enclosure

OAK RIDGE ASSOCIATED UNIVERSITIES

INCORPORATED

P. O. BOX 117

OAK RIDGE, TENNESSEE 37830

March 11, 1971

AREA CODE 615
TELEPHONE 483-8411

M E M O R A N D U M

TO: PRESIDENTS OF TITLE III INSTITUTIONS

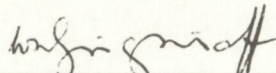
SUBJECT: RESOURCE MATERIALS OFFERED BY THE DIVISION OF TECHNICAL INFORMATION

We have been asked to bring to your attention the enclosed list of resource materials available to your institution from the Technical Journals Branch of the Division of Technical Information, U. S. Atomic Energy Commission.

These materials collectively cover a wide subject range, but they should specifically interest physics chairmen, engineering chairmen and librarians. They can be obtained by writing to Mr. Glenn K. Ellis, Technical Journals Branch, Division of Technical Information, U. S. Atomic Energy Commission, Washington, D. C. 20545. Mr. Ellis, in his letter of March 4, 1971, did make the following qualification to AEC's offer:

...the requester should briefly justify his need for specific books, which can be a one-sentence statement of need for a specific educational activity. We will want to see the justification.

Since the supply of these books is limited, please channel this offer to the appropriate persons on your campus so their requests can be made to Mr. Ellis within the next 30 days.



W. W. Grigorieff
Assistant to the Director

WWG:sh

Enclosure: As stated

cc: G. K. Ellis, DTI

MARCH 1, 1971

INVENTORY OF CASE BOUND BOOKS

TITLE

AUTHOR

SOURCEBOOK ON ATOMIC ENERGY

SAMUEL GLASSTONE

PROPERTIES OF REFRACTORY METALS

W. D. WILKINSON

MATHEMATICAL THEORY OF RADIATION DOSIMETRY

J. J. FITZGERALD,
G. L. BROWNELL AND
F. J. MAHONEY

THE EFFECTS OF RADIATION ON STRUCTURAL METALS

W. L. R. RICE

METAL HYDRIDES

W. MUELLER, J. P.
BLACKLEDGE AND
GEORGE G. LIBOWITZ

ALKALI METAL HANDLING AND SYSTEMS OPERATING
TECHNIQUES

J. W. MAUSTELLER,
F. TEPPER, S. J. ROGERS

FABRICATION OF THORIUM FUEL ELEMENTS

L. R. WEISSERT, G. SCHILEO

TECHNIQUES IN FAST REACTOR CRITICAL EXPERIMENTS

DIFFUSE COATINGS ON IRON AND STEEL

NUCLEAR REACTOR THEORY

DECONTAMINATION OF NUCLEAR REACTORS AND EQUIPMENT

RADIATION BIOLOGY

ALISON P. CASARETT

PULSE RADIOLYSIS

M. A. MATHESON, L. DORFMAN

APPLIED RADIATION PROTECTION AND CONTROL
(Vol. 1)

J. J. FITZGERALD

APPLIED RADIATION PROTECTION AND CONTROL
(Vol. 2)

J. J. FITZGERALD

NUCLEAR REACTOR INSTRUMENTATION (IN-CORE)

JAMES F. BOLAND

TITLE

AUTHOR

FABRICATION OF REFRACTORY METALS

WALTER D. WILKINSON

RADIOISOTOPES MEASUREMENT APPLICATIONS IN
ENGINEERING

ROBIN P. GARDNER
RALPH L. ELY, JR.

REACTOR HANDBOOK -

Vol. 3 Pt. A

H. SOODAK

Vol. 3 Pt. B

E. P. BLIZARD

Vol. 4

STUART MCLAIN

PROCEEDINGS OF THE INTERNATIONAL SYMPOSIUM ON
MAGNET TECHNOLOGY (CONF-650922)

H. BRECHNA, H. S. GORDON

PROCEEDINGS OF THE TENTH INTERNATIONAL CONF. ON
THE PHYSICS OF SEMICONDUCTORS

RANDOM NOISE TECHNIQUES IN NUCLEAR REACTOR SYSTEMS

THERMAL ANALYSIS OF PRESSURIZED WATER REACTORS

1964 GENEVA CONFERENCE BOOKS

RADIOISOTOPES AND RADIATION, VOL. A

RESEARCH, USA, VOL. B

EDUCATION & THE ATOM, VOL. C

NUCLEAR POWER, USA, VOL. D

APR 14 1971

April 14, 1971

Mr. William Reid
Chemistry Department
Prairie View A&M College
Prairie View, Texas 77445

Dear Mr. Reid:

Mr. Glen H. Cannell, Associate Program Director, Student and Cooperative Program, Pre-College Education in Science Division of the National Science Foundation has given his approval for you to serve as Director of Grant # GW-6567, "Student Science Training Program (Pre-College)."

Please assume all obligations relative to this project, including the development of the proposal for submission next year.

It is also requested that you provide this office with an up-dated progress report on activities performed on this project as of April 15, 1971, including details on selection of participants, how many, what ethnic group, and how many have committed themselves to attending Prairie View?

Congratulations and we know you will do an excellent job.

Sincerely yours,

Ivory V. Nelson
Assistant Dean of College

IVN/mah

cc: Dr. Alvin I. Thomas
Dr. Alvin J. McNeil
Dr. W. W. Clemen
Mr. E. K. Jones

April 14, 1971

Dr. R. O. Berry, Professor
School of Agriculture
Prairie View A&M College
Prairie View, Texas 77445

Dear Dr. Berry:

President Thomas has approved your application for the establishment of the Family Planning Clinic for the amount of \$3,000 to do the necessary repairs, and purchase the initial equipment, and to provide the initial professional help.

Please contact Dr. James Kirkwood for processing of needed items through grant # 52-749, NSF Institutional Grant.

It is necessary that you develop a full proposal for the operation of this program immediately to facilitate needed time of processing through the proper federal agencies.

Any questions you have, please feel free to call on me.

Sincerely yours,

Ivory V. Nelson
Assistant Dean of College

IVN/sh

cc: Dr. James Kirkwood
Mr. J. C. Williams
Dr. A. I. Thomas

April 14, 1971

Dr. L. C. Collins, Head, Biology Department
Dr. F. M. Byrd, Dean, School of Home Economics
Prairie View A&M College
Prairie View, Texas 77445

Dear Colleagues:

We have just received notification from the Bureau of Health Manpower and Education that \$11,943 will be available to us for the development of our Medical Technology and Dietetics Programs for the period April 1, 1971 to March 31, 1972.

This award is based on the stipulation that at least a total of twenty (20) full-time students will be enrolled in, on October 15, 1971, the programs specified.

It is proposed that the funds be evenly divided among the programs, and that each of you will submit a budget along with justifications for the use of these funds. Allowable cost items for Medical Technology are to purchase additional equipment, for establishment of clinical laboratory, library holdings, and faculty attendance at short courses. Allowable cost items for Dietetics are to purchase equipment, for establishment of laboratory, library holdings, and for faculty attendance at short courses or programs.

In developing your budgets, please be specific in terms of types of experiments and number to be performed using the equipment. How are these experiments different from your present program? Of what specific course or program faculty member will attend? What benefits (be specific) will these persons contribute to the program? In what manner does the acquisition of these particular volume increase your program effectiveness?

Finally, please give some projections, be specific, as to the possible outcomes of these increased benefits.

Continuation of Letter
Page 2
April 14, 1971

Any questions you might have please feel free to call on me.

Sincerely yours,

Ivory V. Nelson
Assistant Dean of College

IVN/mah

cc: Dr. Alvin I. Thomas
Dr. Alvin J. McNeil
Dr. W. W. Clemm

April 14, 1971

Dr. George Stafford
Counseling Center
Prairie View A&M College
Prairie View, Texas 77445

Dear Dr. Stafford:

Would you please provide this office with a copy of the complete budget revisions, and a copy of the Grant Award Document for the 1971-72 Institute to Train Veterans for Junior College Counselors.

Thank you very much.

Sincerely yours,

Ivory V. Nelson
Assistant Dean of College

IVN/mah

cc: Dr. Alvin I. Thomas, President
Dr. Alvin J. McNeil, Dean of College

PRAIRIE VIEW AGRICULTURAL AND MECHANICAL COLLEGE

PRAIRIE VIEW, TEXAS 77445

April 14, 1971



APR 14 '71

Office of
DEAN OF THE COLLEGE

Dr. A. I. Thomas, President
Prairie View A&M College
Prairie View, Texas 77445

Dear Dr. Thomas:

We are in need of space to house the following equipment and personnel for at least six hours per day for the summer for the Emergency School Assistance Reading Development Program.

EQUIPMENT

- 1) Master Transparency Maker
- 2) Fluid Duplicator
- 3) Stencil Maker
- 4) Electrostatic Copier
- 5) Stencil Printer
- 6) Tape Recorders (Portable and Electric)
- 7) Seal Press
- 8) Cameras (Movie, Polaroid, and Instamatic)
- 9) Opaque and Overhead Projectors
- 10) Movie Screens
- 11) Supplies
- 12) Electric Stapler

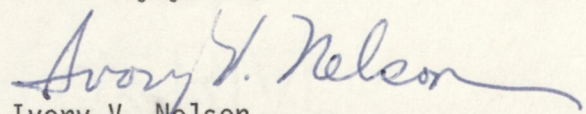
PERSONNEL

1. Ten (10) persons from local school districts.
2. Three (3) persons from Prairie View A&M College.

It is hereby recommended that use be made of one of the rooms in the new classroom building.

Thank you very much.

Sincerely yours,


Ivory V. Nelson
Assistant Dean of College

April 20, 1971

Dr. I. D. Starling, Director
Department of Research, Experiment,
Development, and Service
Prairie View A&M College
Prairie View, Texas 77445

Dear Dr. Starling:

Congratulations on the receipt of the Grant to train Displaced Teachers and Supervisors as administrators for junior colleges.

In order to effectuate smooth operation of this program it is necessary that the following items be considered:

1. The program is a part of the Division of Education and is under the supervision of the Graduate School. Any persons recruited therein must be approved by the Dean of Graduate School. It is thur requested that before the sêlection of participants, a committee of you; Dr. Brown, Head, Division of Education; Dr. W. W. Clem, Dean School of Arts and Sciences; and Dr. Jack Echols, Dean of Graduate Study be convened to properly identify and select all participants. It is also necessary that these participants follow College procedures for admission to the College.
2. All approved courses that are to be offered into the program must have the approval of the Dean of Graduate School and the Division of Education. All courses that are not approved that you offer in this program must be requested by the Division of Education, Graduate School Dean, Education Policy Committee, Executive Cabinet, and the President.

Page 2
April 20, 1971
Dr. I. D. Starling

It is also necessary that you provide this office with a copy of the final operation budget and operation guidelines for this program.

Again I want to congratulate you for your effort, and to give you my support for any services needed for success of the program.

Respectfully yours,

Ivory V. Nelson
Assistant Dean of College

IVN/mh

cc: Dr. A. I. Thomas, President
Dr. A. J. McNeil, Dean of College
Dr. Jack Echols, Dean of Graduate School
Dr. W. W. Clem, Dean, School of Arts and Sciences
Dr. J. L. Brown, Head, Division of Education

April 20, 1971

Mr. R. Dean Trent, Director
Teacher Corps
Prairie View A&M College
Prairie View, Texas 77445

Dear Mr. Trent:

On Monday, April 19, 1971, an appointment was made in my office at 9:30 a.m., for a visit with Mr. Sumpter L. Brooks, Program Analyst, Teacher Corps Assistance Project.

Please be advised that this appointment was not kept and no explanation has been provided by your office as to the reason why this appointment was not kept.

I shall again like to clarify my position. I am directly responsible to the President for the operations of federal programs on this campus. At any time any program evaluator is in the process of evaluating your program and is present on our campus, I am to meet with him and to talk to him concerning his evaluation.

It is therefore necessary that you provide this office with complete details of Mr. Brooks' visit, and in the future please take the necessary steps to alleviate this matter.

I should also like to caution you to the fact that Teacher Corps is a part of the Division of Education which is a part of Prairie View, and unilateral action on the part of Teacher Corps and any of its programs is purely unacceptable.

Page 2
April 20, 1971
Mr. R. Dean Trent

Thanking you for your immediate attention in this matter.

Respectfully yours,

Ivory V. Nelson
Assistant Dean of College

IVN/mh

cc: Dr. A. I. Thomas, President
Dr. A. J. McNeil, Dean of College
Dr. W. W. Clem, Dean, School of Arts and Sciences
Dr. J. L. Brown, Head, Division of Education

PRAIRIE VIEW AGRICULTURAL AND MECHANICAL COLLEGE

PRAIRIE VIEW, TEXAS 77445

April 15, 1971

Office of
DEAN OF THE COLLEGE



TO: Dr. Alvin I. Thomas, President
FROM: Ivory V. Nelson
RE: Federal Projects

SUMMARY OF FEDERALLY FUNDED PROGRAMS

	<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>
1. NASA (Dooley)	\$ 14,552.00	\$ 8,000.00	Applied
2. NASA (Stubblefield)	5,700.00	8,000.00	\$ 20,000.00
3. NASA (Nelson)	10,000.00	-0-	-0-
4. NASA (Doctor)	5,700.00	8,000.00	Didn't Apply
5. NASA (Kasiraj)	15,000.00	8,000.00	Applied
6. Title III (Developing Institutions)	200,000.00	167,662.00	Applied
7. Title VI (Audio Resources Center)	89,204.00	-0-	-0-
8. NSF, Computer Usage	16,000.00	16,000.00	Denied
9. Mental Retardation		15,000.00	Applied
10. Law Enforcement	14,000.00	-0-	Applied
11. Title II, Library	10,258.00	5,225.00	Applied
12. Upward Bound	131,834.00	131,321.00	Applied
13. NSF, Science Institute	39,695.00	40,151.00*	Will Apply
14. NSF, High School Chem.	9,756.00	10,016.00*	Will Apply
15. NSF, Mathematics Institute	24,506.00	21,320.00*	Will Apply
16. NSF, Institutional	10,315.00	11,305.00*	Will Apply
17. NSF, Mathematics Undergraduate	-0-	5,750.00*	
18. Manpower Training	429,171.00	233,552.00	
19. EPDA, Veterans Institute	-0-	230,000.00	225,000.00
20. Title IV, Desegregation	42,000.00	-0-	-0-

Continuation of SUMMARY OF FEDERALLY FUNDED PROGRAMS

	<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>
21. EPDA, Teacher Corps	\$ 79,926.00	\$146,318.00	Applied
22. College Work Study	388,442.00**	363,096.00**	\$288,000.00
23. Drivers Education	-0-	50,000.00	20,000.00
24. Economic Opportunity	248,923.00***	193,400.00***	137,500.00***
25. National Defense Loan	90,900.00***	96,162.00***	126,000.00***
26. EPDA, Early Childhood	4,500.00	9,600.00	Applied
27. Agricultural Research		21,991.00	
28. AID (Soil Sciences)		500,000.00	
29. Baccalaureate Nursing Program		38,811.00	
30. Continuing Education Program		10,000.00*	
31. Reading Development Program			140,000.00
32. Economic Oyster Study			20,603.00
33. Albed Health (Medical Technology Dietetics)			11,943.00
34. Humanities (Man and His Institutions)			20,000.00

*To be operated Summer 1971 and funded January 1971

**Funding Period 1/1/71 - 12/31/71

***Level of Lending

April 29, 1971

Dr. Ivory V. Nelson
Assistant to the
Dean of the College
Campus

Dear Dr. Nelson:

Enclosed is the Handbook on Preparing Proposals under Public Law 91-516, Environmental Education Act. It seems that we certainly should look forward to a major grant under this category.

Please note that the deadline is May 26, 1971. It give us less than 30 days to prepare a suitable proposal.

If I can be of assistance to you, please let me know.

Very truly yours,

Alvin I. Thomas
President

AIT/maw

Enclosure



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

S P E C I A L N O T I C E

The enclosed Handbook on Preparing Proposals is specifically directed toward environmental education activities described in the Environmental Education Act of 1970 (Public Law 91-516). This act was not intended to fund all activities which are to be undertaken under the heading of "environmental education." For example, educational agencies, institutions and organizations may also wish to submit projects to be funded under the--

Cooperative Research Act
Education Professions Development Act
Elementary and Secondary Education Act, Titles III,
V, VIII
Higher Education Act, Titles I, II, III
National Defense Education Act, Title IV

Applicants are requested to consider these other authorities in the design and preparation of programs and the Office of Education will also assist in directing proposals to the most appropriate source of funding.

ENVIRONMENTAL
EDUCATION ACT

(PUBLIC LAW 91-516)

HANDBOOK ON
PREPARING PROPOSALS

PROPOSALS MUST BE POSTMARKED BY

MAY 26, 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Office of Priority Management

March 1971

DISCRIMINATION PROHIBITED--Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, environmental education activities, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with this law.

ENVIRONMENTAL
EDUCATION ACT

(PUBLIC LAW 91-516)

HANDBOOK ON
PREPARING PROPOSALS

Administered by

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Elliot L. Richardson, *Secretary*

Office of Education

S. P. Marland, Jr., *Commissioner
of Education*

Office of Priority Management

John F. Hughes, *Director*

CONTENTS

Page	
	INTRODUCTION
1	Environmental Education Definition
2	Environmental Education Rationale
3	Fiscal Year 1971 Funds
3	Description of the Handbook
5	Deadline and Announcement of Awards
5	Eligibility
6	Definitions
	SECTION I -- STATE COMMITMENTS
7	Planning Group
7	Area Planning
7	Determination of Acceptability
	SECTION II -- GRANT ACTIVITIES
8	General Requirements
9	Priority Group I
9	A. Community Environmental Education Projects
9	B. Special Evaluation and Dissemination Activities for State Planning Groups
10	C. Environmental Education Centers
11	D. Noneducational Personnel Development - Inservice
12	E. Comprehensive Community Education Models
14	Priority Group II
14	F. Educational Personnel Training - Inservice
15	G. Supplementary Materials Development
16	H. Evaluation Projects
17	I. Dissemination
17	J. Curriculum Development
19	K. Workshops for Government Personnel
20	L. Elementary and Secondary Education Programs
20	M. Noneducational Personnel Training - Preservice
21	N. Educational Personnel Training - Preservice
	SECTION III -- ASSISTANCE FOR PLANNING AND DEVELOPMENT
22	National EE Dissemination Program
22	Consultant Bank
23	Program Summaries for 1972-73
	SECTION IV -- APPLICATION PROCEDURES FOR PROJECT GRANTS AND SPECIAL EVALUATION AND DISSEMINATION GRANTS
24	General Information
25	Application for Project Grants
28	Application for Special Evaluation and Dissemination Grants
31	Budget Information
31	Methods of Payment
31	Evaluation and Financial Reports
31	The Program Budget
	SECTION V -- SMALL GRANTS
35	Description
35	General Requirements
35	General Information
36	Application Procedures
38	SECTION VI -- GRANT TERMS AND CONDITIONS
	SECTION VII -- TITLE AND SIGNATURE PAGES
51	Title Page
51	Signature Page

INTRODUCTION

President Nixon, in his August 1970 message to Congress, transmitting the first annual report of his Council on Environmental Quality, said: "We must seek nothing less than basic reform in the way our society looks at problems and makes decisions. Our educational system has a key role in bringing about this reform...It is also vital that our entire society develop a new understanding and a new awareness of man's relation to his environment--what might be called 'environmental literacy'. This will require the development and teaching of environmental concepts at every point in the educational process."

While the Council's report was being written, the U. S. House of Representatives and Senate were processing their respective bills calling for assistance to the formal and "nonformal" educational systems so that environmental literacy among citizens could become a reality. From these two similar bills emerged the Environmental Education Act (Public Law 91-516), signed October 30, 1970. The act describes the national need for environmental education as follows:

Sec. 2. (a) The Congress of the United States finds that the deterioration of the quality of the Nation's environment and of its ecological balance poses a serious threat to the strength and vitality of the people of the Nation and is in part due to poor understanding of the Nation's environment and of the need for ecological balance; that presently there do not exist adequate resources for educating and informing citizens in these areas; and that concerted efforts in educating citizens about environmental quality and ecological balance are therefore necessary.

ENVIRONMENTAL EDUCATION DEFINITION

Public Law 91-516 defines environmental education as "the educational process dealing with man's relationship with his natural and manmade surroundings, and including the relation of population, pollution, resource allocation and depletion, conservation, transportation, technology, and urban and rural planning to the total human environment" (sec. 3. (3) (1)). The congressional committee reports for both bills stress the holistic, multidisciplinary, problem-centered nature of environmental education and the need to view it as an educational process which continues throughout the

individual's lifetime. A composite of the characteristics of the environmental education process presented in the reports includes (1) a multidisciplinary content, (2) a focus on contemporary problems relating to the urban and rural manmade and natural environment, (3) an incorporation of formal and nonformal processes of education and the utilization of resources outside the classroom, (4) a concentration on the development of understanding and attitudes as well as the dissemination of information, and (5) a concern with all age groups.

ENVIRONMENTAL EDUCATION RATIONALE

The rationale for environmental education is suggested by the act in its definition of the activity and the needs to be addressed. As a continuing process dealing with knowledge and understanding of the "total human environment," environmental education is or should be synonymous with "education." But it is education for a purpose, based on the actual needs of society and the individuals of which it is comprised. The environmental education process then is dynamic--it changes as the needs of people change. It cannot be confined to a single discipline, grade level, age group, or segment of the population. Thus environmental education is a vehicle by which traditional but unmet as well as new educational goals can be achieved. It can facilitate the rethinking and redirection of educational practices necessary to achieve these goals.

The vehicle is the emerging synthesis of the hard sciences, social sciences, the humanities and the arts focused on the social, scientific, political, economic and cultural processes involved in resolving environmental problems in order to preserve and enhance the quality of life. The changes in educational practices required are those resulting from the recognition that (1) the time spent in a formal classroom is only one part of the educational process (although a significant part), (2) education is the process, for good or ill, that determines the nature and quality of our lives, and (3) formal education must achieve the flexibility required to assure achievement of the "good," the necessary, and the desirable, however these are defined over the years. Put another way, these changes are concerned with the relevance and quality of education.

The Environmental Education Act exists because of the widely held belief that the needs addressed by the act are critical, its educational objective attainable, and the vehicle sound. The act and the funds provided by it are directed toward education as a whole. It attempts to assist an effort rather than a program, and its funds will be used to demonstrate alternative approaches to meeting educational needs and to identify or even create sounder investments for the education budget.

FISCAL YEAR 1971 FUNDS

In fiscal year 1971, less than \$2 million will be available under the Environmental Education Act. These funds will be used for activities which will permit (1) the exploration of new approaches to environmental education, (2) the identification of specific needs, and (3) the sharing of ideas, experiences, and knowledge necessary to avoid the waste of resources, time, and effort.

Proposals for Small Grants of \$10,000 or less will be considered. Small grant activities are described in general terms and without priority designation in section V.

The other 14 activities have been divided into two priority groups which reflect needs currently identified at the national level and the extent to which other Federal program resources can and have been redirected to meet these needs. The first priority group includes activities which will assist comprehensive statewide program development and community education. The second priority group focuses on short-term personnel training and curriculum needed for formal and nonformal educational programs and includes all other activities specified in the Environmental Education Act. Some of these will also be addressed, in part, by other Office of Education programs.

DESCRIPTION OF THE HANDBOOK

Section I suggests how States can plan, coordinate, and assist local activities necessary to carry out the intent and purposes of the Environmental Education Act.

Section II states the general requirements for Project and Special Evaluation and Dissemination grant activities and describes the purposes, special criteria, and the groups that may apply for these grants. The activities are divided into two priority groups as follows:

Priority Group I

- A. Community Environmental Education Projects
- B. Special Evaluation and Dissemination Activities for State Planning Groups
- C. Environmental Education Centers
- D. Noneducational Personnel Development - Inservice (Pilot-Demonstrations)
- E. Comprehensive Community Education Models

Priority Group II

- F. Educational Personnel Training - Inservice
(Pilot-Demonstrations)
- G. Supplementary Materials Development
- H. Evaluation Projects
- I. Dissemination (Pilot)
- J. Curriculum Development
- K. Workshops for Government Personnel
- L. Elementary and Secondary Education Programs
- M. Noneducational Personnel Training - Preservice
(Pilot)
- N. Educational Personnel Training - Preservice
(Pilot)

Section III describes information and technical assistance services to be provided by the Office of Education. They include a national dissemination program and a consultant bank.

Section IV outlines the application format for Project Grants and Special Evaluation and Dissemination Grants.

Section V describes Small Grant activities and the application procedure for these.

Section VI describes the terms and conditions for all grants awarded under the Environmental Education Act.

Section VII shows the information to be used for the title and signature pages of the proposal.

DEADLINE AND ANNOUNCEMENT OF AWARDS

The proposal deadline is 40 days after publication of these procedures in the Federal Register. This will be about May 14.

Send five copies of each proposal to the following mailing address:

Environmental Education
Office of Priority Management
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

The Commissioner of Education will announce the fiscal year 1971 awards in June 1971.

All local education agencies (LEA) should submit copies of their proposals to the State education agency (SEA) concurrently with their submission to the U. S. Office of Education. This will permit the SEA to indicate their support as required in section 3(3) (B) of Public Law 91-516. State education agencies should forward their comments to the above address within 10 days after they receive the proposal.

ELIGIBILITY

All public and private nonprofit agencies, institutions, and organizations are eligible to apply for grants under the Environmental Education Act, except as noted in section II under each activity.

DEFINITIONS

Environmental education (as defined in the Environmental Education Act) -- "the educational process dealing with man's relationship with his natural and manmade surroundings, and including the relation of population, pollution, resource allocation and depletion, conservation, transportation, technology, and urban and rural planning to the total human environment."

Environmental literacy -- perception and understanding of man's relationship to his environment.

Process education -- an approach to learning involving continuing interaction of individuals and using methods, procedures, and content interwoven around a core of problem-focused multidisciplinary activities.

Resources -- sources from which needed funds, materials, and manpower can be obtained. Sources would include community colleges and other formal educational institutions and agencies, environmental and conservation groups, Government agencies, local organizations such as museums, or libraries, volunteer groups, and business, industry, and labor groups.

Shared-funding -- covering the additional cost resulting from a project through local contributions as well as Federal funds. Local contributions may be in cash or kind, fairly evaluated, including but not limited to plant, equipment, and services obtained by the applicant specifically for the project.

SECTION I -- STATE COMMITMENTS

A variety of resources are available to assist local efforts in developing and implementing environmental education programs for students and the general public. These resources may include curriculum materials, facilities, funds, land, personnel, and information about the environment. In order to make maximum use of these resources, it is recommended that a State commitment or plan for environmental education be developed. Such a plan **should not be static but should** continually change in order to remain responsive to the needs of the people of the State. The plan should include a list of resources within and available to the States, an overall educational plan, utilizing both the formal and nonformal educational system and including all age levels, and a description of the needs and priorities in implementing the plan. The plan may then be used by a variety of agencies and organizations in identifying their best means of providing assistance.

Although not required for funding under the Environmental Education Act during fiscal years 1971 and 1972, implementation of projects of significant impact should await the development of State plans. At the Federal level, priority will be given to special evaluation and dissemination activities which are part of a State commitment.

PLANNING GROUP

The Environmental Education Act stresses the involvement of all phases of the public and private sectors in the implementation of environmental education programs. The planning group should be a task force of representatives serving statewide constituencies in elementary and secondary education, higher education, conservation, health and environmental protection agencies, private educational and environmental organizations, broadcasting, business, labor, and industry. The exact composition will vary from State to State but should accurately reflect the educational and environmental resources of the State.

AREA PLANNING

Some statewide planning committees may wish to undertake planning on an area basis as a pilot project before designing a program suitable for the entire State.

DETERMINATION OF ACCEPTABILITY

Determination of the acceptability of a State commitment as a basis for selecting projects for Federal funding will be made by the Office of Education.

SECTION II -- GRANT ACTIVITIES

GENERAL REQUIREMENTS

All activities supported under the Environmental Education Act must be designed to meet the purposes of the act and fall within the act's definition of environmental education. In addition projects should include provision for self-evaluation, dissemination by the Office of Education of the results of the activity, shared-funding, and possible replication elsewhere (except as noted).

1. Self-Evaluation: Projects lasting over 6 months but less than 12 months must include one total evaluation by the project staff and/or their consultants. Projects lasting over 12 months will include interim evaluations at 6-month intervals and overall evaluation when completed.
2. Dissemination: The descriptions, materials, and evaluations of projects must be submitted to the Office of Education for possible dissemination.
3. Shared-funding: The exact amount or percentage of the cost to be covered with Federal funds will be determined by the nature and purpose of the project, but will not exceed 80 percent of the total cost. Exceptions to this rule may be projects such as evaluation, curriculum development, and dissemination.
4. Qualifications: The qualifications of the organization and staff are consistent with the requirements of the project plan.
5. Feasibility: The objective of the project is practicable in terms of scope, time, and financial support.
6. Replicability: All projects designated "pilot-demonstration" should include a description of the conditions (type of institution, school, organization, location, financial and other resources) under which the project could be replicated, in whole or in part, and the constraints therein. The replicability of pilot-demonstrations will be a major criteria for funding.
7. Student Involvement: Students/trainees are involved to the extent possible, in the development and implementation of the project.

8. Use of Volunteers: Projects make use of professional and other volunteers when such assistance is available and would enhance the project.

PRIORITY GROUP I

A. Community Environmental Education Projects

Purpose: To promote broad-based community education programs designed to assist individual participation in resolving local environmental problems.

Description: Grants will be given for community education projects aimed at the adult as well as the younger population. Projects should attempt to promote understanding of the environment and local environmental problems within the context of ecological, economic, and social values. The citizen's role may be enhanced through seminars, self-improvement projects, or any other activity which would help generate understanding, greater use of existing resources, the creation of new resources, and development of a sense of community.

Who May Apply:

- (1) Public and private nonprofit organizations (including citizen groups and volunteer organizations which have been in existence one year prior to application).
- (2) Public and private nonprofit community agencies and institutions.

Application Procedure: See section IV, p. 24.

B. Special Evaluation and Dissemination Activities for State Planning Groups

Purpose: To assist statewide or area program development based on resources and needs within the State.

Description: Grants will be made for evaluation and dissemination activities to public and private agencies, organizations, and groups working on a statewide basis to develop a State commitment to environmental education programs. (See section I, p. 7.)

Who May Apply: The chairman of a statewide planning group with the support of the group will name the State organization to receive and account for the funds requested.

Special Criteria: Awards will be based on evidence that:

- (1) An interagency, interdisciplinary public-private task force or comparable group has been established to develop a comprehensive State program plan.
- (2) The task force has the support of the major environmental and educational resources within the State.
- (3) The task force has conducted formal meetings and has established general goals and rules of procedure for the group.
- (4) The task force has selected its own chairman.
- (5) The evaluation and dissemination activities are an integral and critical part of the continual planning process being undertaken by the task force and serve to improve the quality of the planning activities.
- (6) The evaluation design takes into consideration other educational evaluation activities within the State.
- (7) The dissemination program utilizes other effective ongoing environmental education dissemination activities within the State.
- (8) If the statewide planning group decides to undertake area planning as a pilot project, the area planning criteria developed by the planning group should be applicable to other areas within the State.

Application Procedure: See section IV, pp. 24 and 28.

C. Environmental Education Centers

Purpose: To help promote formal and nonformal environmental education for all age groups through environmental centers.

Description: Grants will be made for the development and operation of new or existing centers which will provide instruction, guidance, and resources to students, teachers, and community groups carrying out group or individual environmental education projects. Center services might include the provision of facilities, equipment, and technical assistance to students and teachers involved in programs and projects; training of education and noneducation personnel; development of special materials requested by the community and/or schools served; dissemination of desired materials; and consultant services for formal and nonformal program development and evaluation.

Who May Apply: Public and private nonprofit agencies, institutions, or organizations.

Special Criteria: Awards will be based on evidence of the following:

- (1) Current proposal outlines maximum educational and physical use of facilities, personnel, and other resources.
- (2) The center builds upon existing resources in the area.
- (3) The center would be an economical mechanism for delivering the services proposed.
- (4) There is clear indication that the center would be actively supported by the groups to be served.
- (5) The area covered generally will be a subdivision of a State or a metropolitan area unless an acceptable rationale is provided as part of the replicability statement in the application.
- (6) If already in existence, the center has been successful in meeting past objectives and is proposing support for the expansion of its current activities.

Application Procedure: See section IV, p. 24.

D. Noneducational Personnel Development - Inservice (Pilot-Demonstrations)

Purpose: To provide training for individuals other than educational personnel to assist them in defining their role in environmental education and environmental projects.

Description: Grants will be awarded for pilot and demonstration projects in short-term inservice training activities directed toward noneducational personnel such as community leaders, city planners, health and nutrition technicians, mayors, architects, lawyers, social workers, neighborhood aides, business and labor leaders to enable them to broaden their services to include educational institutions and organizations. Participants in any given program should represent several different occupational areas.

Who May Apply: Nonprofit public or private agencies, institutions, or organizations.

Special Criteria: In addition to the general criteria outlined in the first portion of section II, evaluators will seek evidence that the project plans are based on actual or anticipated community programs and related training needs.

Application Procedure: See section IV, p. 24.

E. Comprehensive Community Education Models

Purpose: To assist communities and their schools in carrying out comprehensive program plans based on an understanding of environmental education as a holistic process which can lead to education reform and community improvement.

Description: Grants may be awarded for community-school activities which are a part of a total plan developed and supported by all major organizations and groups (including schools) in the community and designed to develop an environmentally literate community population (see p. 6 for definition of environmental literacy). For the purpose of this activity a community generally would not exceed the average area covered by a school district in that area.

Who May Apply: Nonprofit public or private community agencies, institutions, or organizations.

Special Criteria: Awards will be based on evidence of the following:

- (1) The activities proposed are a part of a comprehensive community education program or plan which includes the school(s).
- (2) The total plan has the support and involvement of all major community organizations and groups (including the school system or portion thereof).
- (3) The plan contributes significantly to improving education and the quality of life in the community.
- (4) The plan makes maximum use of all community resources and has defined environmental education objectives relevant to the community's needs and resources.
- (5) The plan and the activities for which funds are requested include out-of-classroom learning experiences for students as part of the school's participation.
- (6) The plan clearly identifies target groups and addresses all educational levels.
- (7) The objectives of the total plan are concerned with long-term as well as immediate changes and include provisions for adequate follow-up.

Application Procedure: See section IV, p. 24.

PRIORITY GROUP II

F. Educational Personnel Training - Inservice (Pilot-Demonstrations)

Purpose: To provide inservice training to elementary, secondary, and postsecondary educational personnel that will enable them to participate effectively in environmental studies programs.

Description: Grants will be made for demonstration in new approaches to inservice training for teachers, supervisors, and other educational personnel of local and State education agencies, and 2-year colleges. Projects should be centered around process education (see definition, p. 6) and may include such things as the process for developing new curriculum, the design and use of new learning environments, methods of infusing environmental concepts in traditional courses, the design of new learning experiences, and training in the use of successfully field-tested multidisciplinary curriculum. Participants, in any given project, may come from similar or varied educational backgrounds.

Who May Apply: At the elementary and secondary levels, proposals will be accepted from local school systems. Other institutions (e.g. universities, State departments of education) may be engaged to carry out the training, and, if desirable from an administrative standpoint, may receive and be responsible for disbursement of the funds. At the postsecondary level proposals will be accepted from a single community college or technical institute or a consortium of such institutions. If desired, other institutions such as universities or vocational education agencies may be engaged by the college or institute to carry out the training.

Special Criteria: Awards will be based on evidence of the following:

- (1) The training project proposed is a part of locally accepted plans to adopt environmental education in the school system.
- (2) The project makes maximum use of past experiences and local resources, and is based on identified instructional needs of the schools involved.
- (3) The project is designed to prepare participants to implement and continue development of environmental studies as an integral part of the regular curriculum.

- (4) The project is designed to engage participants in replicable environmental learning experiences as well as to expose them to concepts, methods, and tools.
- (5) Provision has been made to reinforce the training experience during the 6 months following the training session.
- (6) The project will include administrators, as well as instructional personnel.

Application Procedure: See section IV, p. 24.

G. Supplementary Materials Development

Purpose: To provide materials designed to assist the introduction of environmental studies in traditional courses and/or to strengthen the content of existing environmental programs at all educational levels.

Description: Grants will be made for the development of supplementary materials by students and teachers. Development projects should be designed to provide an environmental learning experience for participating teachers and students. Materials may be designed for teacher and/or student use.

Who May Apply: Public and private nonprofit educational or community agencies, institutions, and organizations.

Special Criteria: Awards will be based on evidence of the following:

- (1) Supplementary materials do not exist for the curriculum area and level for which application is being made, or if such materials exist they are shown, by the applicant, to be inadequate.
- (2) Preference will be given to materials which can be completed and ready for use within 12 months (if funding under this act covers more than 50 percent of the cost).
- (3) Commitment to use materials developed.

NOTE: The shared-funding requirement applies to development of supplementary materials.

Application Procedure: See section IV, p. 24.

H. Evaluation Projects

Purpose: To assist environmental education planning at the local, State, and Federal levels by determining the extent to which current activities meet the definition and purposes of environmental education stated in the Environmental Education Act.

Description: Grants will be made for the purpose of evaluating the effectiveness of environmental education activities, whether or not supported under the Environmental Education Act. The evaluations would address such specific questions as the acceptability of the project(s) in view of the act's definition of environmental education, the effectiveness of the project(s), possibility of increasing its effectiveness, and the extent to which it is replicable, in whole or in part.

Who May Apply: Public and private nonprofit educational agencies, institutions, and organizations.

Special Criteria: Awards will be made on evidence of the following:

- (1) The evaluation plan will provide information not currently available.
- (2) The project will complement and will advance recent or current investigations, if such investigations exist.
- (3) The project will focus on specific questions of significant consequence to program development and planning at the local, State, regional, and/or national levels.
- (4) The design of the evaluation plan presents a process which could be used to evaluate any type of environmental education program in the United States.
- (5) The evaluation design covers all of the key aspects of the program and is consistent with the objectives of the evaluation project.

NOTE: Shared-funding does not apply to evaluation projects.

Application Procedure: See section IV, p. 24.

I. Dissemination (Pilot)

Purpose: To facilitate the dissemination of environmental education materials (including materials suitable for use by the mass media) and information to environmental organizations and the general public.

Description: Grants will be awarded to private organizations to disseminate information to organizations and/or the general public on a local, regional, or national basis. This may be done through print or nonprint media and may include both responses to individual requests and the issuance of information on a continuing basis. Information dissemination must have a general objective rather than being concerned with a specific issue.

Who May Apply: Private organizations, **agencies, and institutions.**

Special Criteria: Awards will be based on evidence of the following:

- (1) The establishment of a particular need for this type of educational activity in the area to be served.
- (2) The identification of target groups which do not have ready access to environmental information.
- (3) The diversity and depth of information sources to be utilized by the applicant.

NOTE: Shared-funding does not apply to dissemination projects.

Application Procedure: See section IV, p. 24.

J. Curriculum Development

Purpose: To make available process curriculum which will provide meaningful learning experiences leading to an understanding of environmental principles, problems, causes, and possible solutions described or implied in the definition of environmental education (p. 24).

Description: Grants will be available for pilot projects in process curriculum development. In general terms, "process" curriculum is a synthesized record of successful learning experiences which can be readily replicated. Curriculum material may be developed as the byproduct of actual experiences in investigating or studying potential or real environmental problems for the achievement of sound educational objectives. (An example of such curriculum is available upon request.)

Who May Apply: **Public and private nonprofit educational agencies, organizations, and institutions.**

Special Criteria:

- (1) The material product or curriculum--
 - a. Uses a multidisciplinary or adisciplinary approach.
 - b. Makes maximum use of community resources and encourages student exploration of community environmental problems for the purpose of achieving individual as well as group understanding.
 - c. Suggests rather than prescribes activities to be carried out and the questions or problems to be addressed in meeting the educational objective stated.
 - d. Implies teacher as well as student learning.
 - e. Focuses on problems and resources which are relevant to the lives and experiences of the students.
- (2) The development project includes students in the planning, design, and implementation phases as a means of providing learning experiences for them as well as the teachers involved.
- (3) The curriculum and the development project is an integral part of a total educational activity.
- (4) The process by which the curriculum is to be developed could be utilized by other curriculum development projects.

(5) The curriculum could readily be adapted by other schools.

NOTE: Shared-funding is not applicable to curriculum development projects.

Application Procedure: See section IV, p. 24.

K. Workshops for Government Personnel

Purpose: Support workshops for local, State, and Federal government personnel to assist government agencies in carrying out their functions in a more environmentally sound manner and in developing environmental education programs.

Description: Inservice workshops for local, State, and Federal government personnel will be supported. Priority will be given to employees who (1) administer environmental education programs or (2) administer resources (facilities, manpower) used or of potential use to education programs.

Who May Apply: Public and private nonprofit organizations, agencies, and institutions with training experience and knowledge of the subject area and which do not employ the trainees involved.

Special Criteria: Awards will be based on evidence of the following:

- (1) The training activity is materially supported (paid leave, per diem, travel, etc.) by the agencies involved.
- (2) The agencies demonstrate a need for such training and provide a rationale as to why the training is not available either through the agencies or the Civil Service Commission.
- (3) The agencies provide reasonable assurance that the training will be utilized by them.
- (4) Agency participants are recommended or approved by their respective agencies.

Application Procedure: See section IV, p. 24.

L. Elementary and Secondary Education Programs

Purpose: To assist exemplary programs in elementary and secondary schools which could not be continued without additional support.

Description: Grants may be awarded to programs which meet the definition of environmental education (p. 6) and the purposes of the Environmental Education Act in an exemplary fashion. Support will be restricted to programs which can become self-sustaining only with additional assistance for 1 to 3 years and/or are in the process of being revised or expanded to address local environmental problems as part of a total community project.

Who May Apply: Local school systems.

Special Criteria: Awards will be based on evidence of the following:

- (1) Lack of additional Federal support at this time will prevent the program from becoming a continuing and integral part of the local school program curriculum and budget.
- (2) The program will continue after Federal funds are withdrawn.
- (3) Expansion or revision (if applicable to the proposal) will significantly enhance the quality of and justification for the program.

Application Procedure: See section IV, p. 24.

M. Noneducational Personnel Training -- Preservice (Pilot)

Purpose: To provide training for individuals other than educational personnel to assist them in defining their role in environmental education and environmental projects.

Description: Grants will be provided for demonstrations in preservice training for individuals preparing for professional fields (other than education) in which environmental training is highly desirable but not normally provided (e.g., engineering, law, economics, public administration, mass media). Preference will be given to applicants who plan to make such training, if successful, a requirement for the degree sought.

Who May Apply: Accredited colleges, universities and professional schools.

Application Procedure: See section IV, pp. 24.

N. Educational Personnel Training - Preservice (Pilot)

Purpose: To provide preservice training for elementary, secondary, and postsecondary educational personnel that will enable them to participate effectively in environmental studies programs.

Description: Grants will be made for demonstration in new approaches to preservice training for teachers, supervisors, and other educational personnel of local and State education agencies and 2-year colleges. Projects should be centered around process education (see definition, p. 6) and may include such things as the process for developing new curriculum, the design and use of new learning environments, methods of infusing environmental concepts in traditional courses, the design of new learning experiences, and training in the use of successfully field-tested multidisciplinary curriculum.

Who May Apply: Accredited higher education institutions.

Special Criteria: Awards will be based on evidence of the following:

- (1) Reasonable assurance that students will teach upon completion of coursework.
- (2) See criteria for Educational Personnel Training - Inservice, p. 14.

Application Procedure: See section IV, p. 24.

SECTION III -- ASSISTANCE FOR PLANNING AND DEVELOPMENT

Under the technical assistance authority of the Environmental Education Act, the Office of Education plans to initiate several service activities designed to assist environmental education program development.

Sec. 4. The Secretary of Health, Education, and Welfare, in cooperation with the heads of other agencies with relevant jurisdiction, shall, insofar as practicable upon request, render technical assistance to local educational agencies, public and private nonprofit organizations, institutions of higher education, agencies of local, State, and Federal governments and other agencies deemed by the Secretary to play a role in preserving and enhancing environmental quality and maintaining ecological balance. The technical assistance shall be designed to enable the recipient agency to carry on education programs which are related to environmental quality and ecological balance.

NATIONAL EE DISSEMINATION PROGRAM

Beginning in September 1971 information concerning programs, instructional materials, and sources for Federal assistance will be made available upon request. Other and more general types of environmental education information required for program planning and development will be handled, to the extent possible, through referral.

CONSULTANT BANK

Consultants employed by the Office of Education, OE personnel in Washington, regional office personnel, and employees of other Federal agencies may be available to assist program planning and development efforts. Consultants will be supplied, to the extent feasible, upon written request to the Office of Education. Requests should describe the activity for which consultant services are requested, the need for such activity and how it would relate to the project, and the status of the project. In addition, a description of the consultant needed (personal qualifications) and the dates or alternative dates and work plan should be included in the request.

Requests for consultants may be submitted at any time. All travel and per diem costs are to be paid by the requesting agency or organization. Forms are available upon request.

PROGRAM SUMMARIES FOR 1972-73

The Office of Education needs to determine the breadth and scope of environmental education programs throughout the country in order to create a rational plan for assistance to these programs. Such assistance is available from resources within and beyond the Office of Education. Much of this information should become available through the implementation of State plans, but until that time, the Office of Education must rely upon individual program descriptions.

Therefore, interested institutions, organizations, or agencies are invited to submit a brief description of their current activities and/or plans for 1972 and 1973. The description may include a list of current activities and future needs. Such needs may be described in terms of consultant services information and real property as well as funding support. The description should be limited to approximately five pages or, if additional information is submitted, a summary section should be included. Curriculum materials may also be submitted.

The addition of this information will permit the Office of Education to increase its clearinghouse capabilities through the dissemination of information about existing programs and by matching environmental program needs with the resources of other Federal agencies and private organizations.

SECTION IV -- APPLICATION PROCEDURES FOR PROJECT GRANTS AND SPECIAL EVALUATION AND DISSEMINATION GRANTS

GENERAL INFORMATION

BY SUBMITTING A PROPOSAL TO THE ENVIRONMENTAL EDUCATION PROGRAM THE PROSPECTIVE GRANTEE ACCEPTS ALL TERMS, CONDITIONS, AND POLICIES OF THIS HANDBOOK.

AFTER THE APPLICATION IS OFFICIALLY APPROVED, IT SERVES AS THE PROGRAM AGREEMENT OR CONTRACT FOR WHICH FEDERAL FUNDS ARE GRANTED. RECIPIENTS OF GRANTS ARE OBLIGATED TO IMPLEMENT THE PROGRAM AGREEMENT AS STATED OR TO AMEND IT FORMALLY IN ACCORDANCE WITH THE PROCEDURES OUTLINED IN SECTION VI SO THAT IT REFLECTS THE SCOPE OF WORK INVOLVED. SUCH AMENDMENTS WILL BE REVIEWED AND APPROVAL OR DISAPPROVAL WILL BE GIVEN IN WRITING.

Federal funds made available under this act for any fiscal year will be used to supplement and, to the extent practicable, increase the level of funds that would, in the absence of such Federal funds, be made available by the applicant for the project, and in no case will supplant such funds.

Procedures for grant applications are listed as follows:

- pp. 25-27 Application for Project Grants
- pp. 28-30 Application for Special Evaluation and Dissemination Grants (for State Planning Groups)
- pp. 31-34 Budget Information (for Project Grants and Special Evaluation and Dissemination Grants)
- p. 51 Title and Signature Pages (section VII)

See additional important information under Deadline and Announcement of Awards, p. 5.

If you have any questions, please call the Environmental Education Studies Staff at area code 202-962-7807.

APPLICATION FOR PROJECT GRANTS

Proposals will be accepted for all of the activities described in Section II. The shared-funding requirement of a local commitment of more than 20 percent of the total cost of the project applies to all activities except evaluation, curriculum development, and dissemination. The proposals should address all categories in the order given below:

Category I - Environmental Education Goal

Brief statement of the overall goal to which the project will contribute.

Category II - Project Description:

- A. Statement of the Problem being addressed by the project, including the history and current status of the problem and a description of the area/community and school/school system in which the target group is located.
- B. Project Objective statement, including a description in quantified terms of the current situation and the expected change or improvement in this situation; the time frame in which the objective will be met; the relationship of the project objective to the overall goal; and plans made for the continuation of the project or for a continuing effort after Federal funding ends.
- C. Description of Resources (facilities, personnel, materials, equipment, funds) and the sources (1) needed for the project, (2) obtained for the project, (3) being negotiated for the project, and/or (4) which are desirable but inaccessible;
AND
Description of Cooperative Arrangements for carrying out the project and of past cooperative activities among the groups concerned.
- D. Description of Activities
 - (1) Summary of activity plan, including schedule and operational structure.
 - (2) Description of preplanning and/or planning activities and participants in the planning effort.

(3) Description of program/training design, including:

- (a) criteria for selecting trainees/participants
- (b) statement of expected trainee performance at end of training or of target group performance at end of project
- (c) assessment of current competence of trainees or target group; how ascertained
- (d) description of project/instructional units, including sequencing, materials, and trainee/participant involvement in design of program
- (e) provisions made for feedback to and from trainees/participants on activities while in progress (this should be a major source of data for interim project reviews by project staff)
- (f) provisions made for modifications in plan deemed necessary as a result of interim project reviews
- (g) description of qualifications and relevant experience of project staff (administrators and instructors)
- (h) evaluation plans.

E. Replicability - Itemize conditions which in your opinion would have to exist in order for the project to be replicated elsewhere.

Category III - Budget - See p.31.

Category IV - Identification of Sponsor & Individual Responsible for Grant Funds Awarded

- A. Description of the purpose and primary activities of the sponsoring organization (include documentation of Internal Revenue Service status if a nonprofit organization other than an accredited higher education institution or public organization).
- B. Name, title, and address of individual responsible for disbursement and accounting of the Federal funds requested. Indicate affiliation if other than sponsoring organization.

Evaluation Reports

Evaluation reports must be submitted to the Office of Education within 30 days of grant termination.

The reports should address, among other things, the following questions:

1. Who conducted the evaluation?
2. How will the evaluation results be used?
3. To what extent were the project objectives met?
4. Were the original objectives modified significantly and if so, how and why?
5. Was the project design modified and if so, why?

APPLICATION FOR SPECIAL EVALUATION AND DISSEMINATION GRANTS (FOR STATE PLANNING GROUPS)

Proposals should address all questions in the categories below and in the order indicated. Additional information may be included, if desired by the applicant, at the end of the proposal. Less than 80 percent of the cost of the special activity proposed will be covered by Federal funds.

Category I - Composition of Planning Group

- A. List individuals in the planning group; the organizations, agencies, institutions, groups that they represent in this project; and their function in their organizations.
- B. Describe briefly how the planning group members and the chairman were selected, and the official status of the group and the planning effort (e.g., by whom designated).
- C. Indicate the number of formal meetings (full and committee) held by the group to date; and describe the goals of the group, the rationale for them, and how they were determined.
- D. Describe the procedures to be used by the planning group in meeting its goals (indicate also the amount of time required of individuals in the group).

Category II - Description of the Activities

- A. Describe the evaluation and dissemination activities including:
 - (1) other evaluation and dissemination activities already planned or underway within the State
 - (2) the activities to be undertaken under the direction of the planning group
 - (3) the special need for these activities in continuing development of the State plan.
- B. Describe the tentative scope of the statewide program to be developed by the planning group. AND, if applying for a grant to support planning for an area of the State as a pilot for State planning, describe the scope of the area plan, a rationale for conducting a pilot as well as the area selected, the criteria to be utilized in the pilot, and their applicability to other areas within the State.

C. Describe the current status of the planning effort, including:

- (1) the activities, if any, which have been or are being carried out
- (2) current priority planning needs
- (3) a list of the groups and organizations participating in and/or cooperating fully with the planning effort.

Category III - Use of Federal Funds Requested

Describe the priority evaluation and dissemination activities for which the Federal funds are being requested (explain how the funds will be used to meet these needs if not explicit in the description of the needs to be addressed and relate them to other aspects of the State planning activity).

Category IV - Budget. See p. 31.

Category V - Description of Recipient of Funds

- A. Name and address of organization to receive the grant funds.
- B. Description of recipient organization (documentation of Internal Revenue Service status required if a private, nonprofit organization other than an accredited college or university).
- C. Name, title, address of individual responsible for disbursement and accounting of the grant funds.

Evaluation Reports

Evaluation reports must be submitted to the Office of Education within 30 days of grant termination. The report should cover the following questions:

1. Briefly describe the approach to planning activities for State or area development.
2. How successful were the activities?

3. What problems delayed or hindered the evaluation and dissemination activities?
4. What alternate approaches could have been utilized?
- 5.. If the planning activity should be continued, state why-- and describe how it will be conducted.

BUDGET INFORMATION (FOR PROJECT GRANTS AND SPECIAL EVALUATION AND DISSEMINATION GRANTS)

Procedures for Environmental Education grant awards are such that only the signature of the Office of Education Grants Officer is necessary to execute the formal agreement. Therefore, the submission of a proposal is considered acceptance of all policies and requirements contained herein.

METHODS OF PAYMENT

The Office of Education uses three methods of making payments to grantees:

- 1) Direct payments (U. S. Treasury check)
- 2) OE letter of credit
- 3) National Institutes of Health Grants Management Fund.

The grant award will identify the method and schedule of payments.

EVALUATION AND FINANCIAL REPORTS

Evaluation Reports

The Grantee shall submit to the Director, Environmental Education, Office of Priority Management, three copies of the evaluation report of the work performed under this grant 30 days after the completion date of the grant.

Financial Reports

The Grantee shall submit to the Grants Officer a financial report at the project's midpoint and at its completion if the project is longer than 6 months. If the project is shorter than 6 months, only a final financial report is required. In addition to the final financial reports, the Grantee shall be required to submit an interim financial report upon request by the Grants Officer.

THE PROGRAM BUDGET

All budgets are to be presented in line-item form as indicated. The total program budget shall be presented, indicating which funds will be requested under Public Law 91-516 as well as amounts from other funding sources. For example:

	<u>Public Law 91-516</u>	<u>Other Sources</u>
Administrative and Secretarial/ Clerical Salaries	\$3,000	\$5,000*

A. Direct Costs - Salaries

The annual salaries for each full-time employee should be shown together with the percentage of time that is directly attributable to the project.

1-2. Administrative and Secretarial/Clerical Salaries.

3-4. Instructional and program salaries.

All directly attributable salaries, wages, honoraria, and related employer contributions to Social Security, and any other fringe benefit program are allowable if computed and applied in accordance with institutional policies.

All compensation to the institution's regular staff will be made on the basis of released time. No overtime pay is authorized. Staff members involved simultaneously in this and other programs or projects may not be compensated for more than "100 percent time" and the amount charged to the project must be determined on a prorated basis.

Fees supporting costs such as travel and per diem in payment for services rendered by consultants and guest lecturers are chargeable, except that grant funds may not be used to pay such fees and supporting costs to:

- (a) any U. S. Government employee; or
- (b) any individual serving on a full-time basis during the same period under another Federal grant, without obtaining prior approval in writing from the Director, Environmental Education, Office of Education, Washington, D. C. 20202, or his designee.

5. Subtotal for salaries

Sum of items 1 through 4.

*Please identify the other sources of funds.

B. Other Direct Costs

6. Employee Services and Benefits

These costs are paid in accordance with institutional/organizational policy and should be identified by item and percentage in the budget.

7. Travel

Distinguish between in-city travel and other travel, stating general purposes.

8. Supplies, Reproduction, and Communication

Reproduction, communication, and shipping costs incurred by the institution are allowable. Budgets should indicate the major categories of these items, such as films, tapes, etc.

9. Instructional Supplies

Instructional supplies and materials, and a limited number of reference books to supplement material available through libraries or other sources may be included in the budget. Caution should be exercised, however, in ordering only such quantities of these items as might be expected to be utilized during the period of the grant. Texts and other instructional items not consumed in use and to be retained by participants are not reimbursable costs.

10. Rental of Property

Rental of property is permissible when the institution does not already have property that would be physically or geographically suitable for the implementation of the project. All rentals must be approved by the Environmental Education Staff based upon evidence submitted by the applicant.

The numbers of square feet of building space to be rented and/or land area should be included together with approximate unit cost.

11. Equipment Rental

The institution is expected to provide required equipment. However, in exceptional cases rental charges for special instructional equipment will be allowed. No equipment purchases are allowable without prior approval. Under no circumstances will charges be made for use of administrative equipment such as typewriters, duplicating machines, or any other office equipment.

12. Subtotal for Other Direct Costs

Sum of items 5 through 11.

13. Total Direct Costs

C. Other Costs

14-16. Other costs refer to expenditures not listed under A or B. They may be listed by item or category. Grant funds under Public Law 91-516 may not be used to purchase property.

17. Subtotal for Other Costs

Sum of items 14 through 16.

D. Total Cost

18. Total of items 13 and 17.

19. Indirect Costs

In accordance with Department of Health, Education, and Welfare policy on training grants, an allowance of 8 percent of the total direct costs of the program is made to higher education institutions. Allowances for indirect costs of State and local education agencies and other organizations will be subject to negotiation based upon data submitted with the proposal. Items normally considered as indirect cost items may not be identified as direct costs in order to recover additional funds.

20. Total Amount

Sum of lines 18 and 19.

SECTION V -- SMALL GRANTS

DESCRIPTION

Section V of the act authorizes the Commissioner to issue grants "in sums not to exceed \$10,000 annually, to nonprofit organizations such as citizens groups, volunteer organizations working in the environmental fields, and other public and private nonprofit agencies, institutions, or organizations for conducting courses, workshops, seminars, symposiums, institutes, and conferences" designed to demonstrate innovative approaches to environmental education.

GENERAL REQUIREMENTS

All activities supported under the Environmental Education Act must be designed to meet the purposes of the act and fall within the act's definition of environmental education. In addition, projects should include provision for:

1. Dissemination: Description of the activity and materials produced must be submitted to the Office of Education for possible dissemination.
2. Qualifications: The qualifications of the organization and staff are consistent with the goals of the activity.
3. Shared-funding: Public agencies, organizations, and institutions will contribute 20 percent or more of the cost of a project.

GENERAL INFORMATION

BY SUBMITTING A PROPOSAL TO THE ENVIRONMENTAL EDUCATION PROGRAM THE PROSPECTIVE GRANTEE ACCEPTS ALL TERMS, CONDITIONS, AND POLICIES OF THESE GUIDELINES.

AFTER THE APPLICATION IS OFFICIALLY APPROVED, IT SERVES AS THE PROGRAM AGREEMENT OR CONTRACT FOR WHICH FEDERAL FUNDS ARE GRANTED. RECIPIENTS OF GRANTS ARE OBLIGATED TO IMPLEMENT THE PROGRAM AGREEMENT AS STATED OR TO AMEND IT FORMALLY IN ACCORDANCE WITH THE PROCEDURES OUTLINED IN SECTION VI SO THAT IT REFLECTS THE SCOPE OF WORK INVOLVED. SUCH AMENDMENTS WILL BE REVIEWED AND APPROVAL OR DISAPPROVAL WILL BE GIVEN IN WRITING.

Federal funds made available under this act for any fiscal year will be used to supplement and, to the extent practicable, increase the level of funds that would, in the absence of such Federal funds, be made available by the applicant for the project, and in no case will supplant such funds.

APPLICATION PROCEDURES

Proposals should address all questions in the categories described and in the order indicated. Additional information may be included, if desired, by the applicant, at the end of the proposal. (See also Deadline and Announcement of Awards, p. 5.)

Category I - Need

Write a brief statement of why this particular project is needed.

Category II - Description of Project

- A. Explain what will be done and how it will be done.
- B. What resources (facilities, personnel, materials, funds, equipment) are needed for the project?
- C. What resources will be contributed by community groups, organizations, or institutions.
- D. List the community groups, or organizations or institutions which will participate in the project and describe how they will participate.
- E. How long will the project last?
- F. If the project is to be continued after the Federal grant ends, describe briefly how it may be supported.
- G. List the individual(s) who will coordinate or supervise the project and describe any past experience they may have had which will assist them in this project.
- H. How will the success of the project be determined?

Category III - Budget

An approximation of all expenditures (made during the grant period) should be listed by item or activity. Remuneration for individuals working throughout the project grant period should be listed separately.

Category IV - Description of Recipient of Funds

- A. Name and address of organization to receive the grant funds.
- B. Description of above organization (documentation of Internal Revenue Service status may be required if it is a private, nonprofit organization other than an accredited college or university).
- C. Name, title, and address of individual responsible for the disbursement and accounting of the grant funds.

Evaluation Reports

An evaluation report must be submitted within 30 days after the Federal grant ends. The report should cover the following questions:

- 1. How successful was the project?
- 2. What problems hampered the project?
- 3. How could the project have been made more successful?
- 4. If it was necessary to change the project in any way, what happened and why?
- 5. In your opinion, could this project be conducted successfully by another community? Describe the conditions needed to achieve success.

SECTION VI -- GRANT TERMS AND CONDITIONS

-
- | | |
|---|--|
| 1. Definitions | 13. Acknowledgment and disclaimer in publication |
| 2. Scope of the project | 14. Patent rights |
| 3. Limitations on costs | 15. Travel |
| 4. Allowable costs | 16. Equipment |
| 5. Accounts and records | 17. Service contracts |
| 6. Payment procedures | 18. Health and safety standards |
| 7. Reports | 19. Compensation |
| 8. Printing and duplicating | 20. Labor standards |
| 9. Termination | 21. Equal employment opportunity |
| 10. Extension of project and budget periods | 22. Use of consultants |
| 11. Applicability of State and local laws and institutional procedures regarding expenditure of funds | 23. Clearance of forms |
| 12. Copyright and publication | 24. Grant-related income and investment income |
| | 25. Change of key personnel |
-

1. Definitions

As used in the grant documents relating to this award, the following terms shall have the meaning set forth below:

- a. Commissioner - the U.S. Commissioner of Education
- b. Grantee - the agency, institution, or organization named in the grant as the recipient of the grant award
- c. Grants officer - the employee of the U.S. Office of Education who has been delegated authority to execute or amend the grant document on behalf of the Government
- d. Program officer - the employee of the U.S. Office of Education who is responsible for monitoring the project of the Grantee to assure compliance with the terms and conditions of the grant
- e. Project director - the person responsible for directing the Grantee's project
- f. Project - the identified activity or program approved by the Commissioner for support

- g. Project period - the length of time specified in the Notification of Grant Award for which a project is approved
- h. Budget period - the period of time (within or coterminous with the project period specified in the Notification of Grant Award) during which project costs may be charged against the grant. A budget period is generally 12 months but may be for a different period of time, if appropriate.
- i. Budget - the amount of funds approved by the Office of Education for designated services, materials, and other items.

2. Scope of the project

The project to be carried out hereunder shall be consistent with the proposal as approved for support by the Commissioner and referred to in the Notification of Grant Award and shall be performed in accordance with this approved project proposal. No substantive changes in the program of a project shall be made unless the Grantee submits (at least 30 days prior to the effective date of the proposed change) an appropriate amendment thereto, along with a justification for the change, and this amendment is approved in writing by the Grants Officer.

3. Limitations on costs

- a. The total costs to the Government for the performance of the grant shall not exceed the amount set forth in the Notification of Grant Award or any appropriate modification thereof. The Government shall not be obligated to reimburse the Grantee for costs incurred in excess of such amount unless and until the Grants Officer shall have notified the Grantee in writing that such amount has been increased and shall have specified in a revised Grant Award a revised amount which shall thereupon constitute the revised total cost of performance of the grant.
- b. When and to the extent that the amount set forth in the grant has been increased, costs incurred by the Grantee prior to notification of such increase, in excess of the previous amount, shall be allowable to the same extent as if such costs had been incurred after notification of such increase in the amount.
- c. The Grantee may transfer funds among the various cost categories in the negotiated budget to the extent necessary to assure the effectiveness of the project, except that, no transfers may be made which alter the approved project.

- d. Funds for the production of motion picture films for viewing by the general public are not authorized until prior written approval is received from the Grants Officer.
- e. The limitation on costs stated in paragraph "a" above shall automatically be increased to cover the cost of allowance for additional dependents not specified in the Notification of Grant Award.

4. Allowable costs

- a. Expenditures of the Grantee may be charged to this grant only if they: (1) are incurred subsequent to the effective date of the project indicated in the Notification of Grant Award, which shall be no earlier than the date upon which the award document is signed by the Grants Officer, and (2) conform to the approved project proposal.
- b. Subject to paragraph (a) allowability of costs incurred under this grant shall be determined in accordance with the principles and procedures set forth in the documents identified below, as amended prior to the date of the award.
 - (1) Exhibit X-2-65-1 of the Department of Health, Education, and Welfare Grants Administration Manual, if the Grantee is an institution of higher education; or
 - (2) Chapter 5-60 of the Department of Health, Education, and Welfare Grants Administration Manual, if the Grantee is a State or local government agency; or
 - (3) Exhibit X-2-68-1 of the Department of Health, Education, and Welfare Grants Administration Manual, if the Grantee is a nonprofit institution, as defined therein.
- c. In accordance with the policy of the Department of Health, Education, and Welfare, if the Grantee has an audited indirect cost rate that has been approved by the Division of Grants Administration Policy, this approved rate may be applied to both the Federal and non-Federal share of allowable direct costs of the project. When an indirect cost rate is applied to either the Federal or non-Federal share of project costs, no item normally included in the Grantee's indirect cost pool (such as supervision, accounting, budgeting, or maintenance) shall be listed as a direct cost of the project. Procedures for establishing Indirect Cost Rates are covered in Department of Health, Education, and Welfare brochures: OASC-1, A Guide for Educational Institutions; OASC-5, A Guide for Non-Profit Institutions; and OASC-6, A Guide for State Government Agencies.

- d. Indirect costs on contracts for educational training programs will be allowed at the lesser of the organizational indirect costs or 8 percent of total direct costs, including stipends and dependency allowances.

5. Accounts and records

a. Accounts

The Grantee shall maintain accounts, records, and other evidence pertaining to all costs incurred, and revenues or other applicable credits acquired under this grant. The system of accounting employed by the Grantee shall be in accordance with generally accepted accounting principles generally used by State or local agencies or institutions of higher education, or non-profit organizations, as appropriate, and will be applied in a consistent manner so that the project expenditures can be clearly identified.

b. Cost sharing records

The Grantee's records shall demonstrate that any contribution made to the project by the Grantee is not less, in proportion to the charges against the grant, than the percentage specified in the grant or any subsequent revision thereof.

c. Examination of records

All records directly relating to transactions under this grant are subject to inspection and audit by the Department of Health, Education, and Welfare and by the General Accounting Office at all reasonable times during the period of retention provided for in paragraph (d) below.

d. Disposition of records

Except as provided in paragraph (e), all pertinent records and books of accounts related to this grant in the possession of the Grantee shall be preserved by the Grantee for a period of 3 years after the end of the budget period, if audit by or on behalf of the Department has occurred by that time; or if audit by or on behalf of the Department has not occurred by that time, the records must be retained until audit or until 6 years following the end of the budget period, whichever is earlier.

e. Questioned expenditures

Records relating to any litigation or claim arising out of the performance of this grant, or costs and expenses of this grant

to which exception has been taken as a result of inspection or audit, shall be retained by the Grantee until such litigation, claim, or exception has been disposed of.

6. Payment procedures

- a. To obtain Federal funds, the Grantee must submit Forms 5141, Quarterly Estimated Requirements for Federal Cash, and OE-5140, Monthly/Quarterly Report of Disbursements of Federal Cash. Instructions for completing the forms are printed on the reverse side. The report of cash disbursements is to be submitted as a quarterly report and is due by the 10th day of the month following the end of a calendar quarter.

Inquiries regarding payments shall be addressed to the Director, Finance Division, U. S. Office of Education, 400 Maryland Avenue, S. W., Washington, D. C. 20202.

- b. Any funds remaining unobligated at the expiration of the Budget period shall within 90 days of the date of expiration of the said period be refunded by check made payable to the U. S. Office of Education. All refunds must reference the grant number shown on the Notification of Grant Award.

7. Reports

The Grantee shall submit such fiscal and technical reports as may be required by the Office of Education, and in the quantity and at the time stated in the report schedule.

8. Printing and duplicating

All printing and duplicating authorized under this grant are subject to the limitations and restrictions contained in the current issue of the U.S. Government Printing and Binding Regulations if done for use of the Office of Education within the meaning of those Regulations.

9. Termination

- a. Grants may be terminated in whole or in part by the Government in the event the Grantee fails to carry out its approved project proposal in accordance with applicable law and the terms of this grant. No grant shall be terminated unless the Grantee has been given reasonable notice and an opportunity to show cause why such action should not be taken, and has been afforded reasonable notice and opportunity for a full and fair hearing.

- b. Termination shall be effected by delivery to the Grantee of a written notification thereof, signed by the Grants Officer.

Financial obligations incurred by the Grantee prior to the effective date of the termination will be allowable to the extent they would have been allowable had the grant not been terminated. The Grantee agrees to furnish the Grants Officer within 60 days of the effective date of termination an itemized accounting of funds expended, obligated, and remaining under the grant. The Grantee also agrees to remit within 30 days of the receipt of a written request therefor any amounts found due.

10. Extension of project and budget periods

When progress under the grant is delayed and circumstances make it necessary to request an extension of either the project period or the budget period, or both, without additional funds, it is the policy of the Office of Education to consider such extensions upon written request. (Where it appears that the activity to be accomplished within the project period or the budget period, or both, will be completed within 3 months after the expiration date, it will not be necessary to request an extension. However, if it appears that the time required will exceed 3 months, the Grants Officer should be informed and an extension should be requested.)

11. Applicability of State and local laws and institutional procedures regarding expenditure of funds

Except to the extent otherwise provided for in this document or any document incorporated herein by reference, nothing herein or therein shall be construed so as to alter the applicability to the Grantee of any State or local law, rule, regulation, or any institutional procedure which would otherwise pertain to the expenditure of funds.

12. Copyright and publication

- a. The term "materials" as used herein means writings, sound recordings, films, pictorial reproductions, drawings or other graphic representations, computer programs, and works of any similar nature produced under this grant. The term does not include financial reports, cost analysis, and similar information incidental to grant administration.

- b. It is the policy of the Office of Education that the results of activities supported by it should be utilized in the manner which would best serve the public interest. To that end, except as provided in paragraph (c), the Grantee shall not assert any rights at common law or in equity or establish any claim to statutory copyright in such materials; and all such materials shall be made freely available to the Government, the education community, and the general public.
- c. Notwithstanding the provisions of paragraph (b) above, upon request of the Grantee or his authorized designee, arrangements for copyright of the materials for a limited period of time may be authorized by the Commissioner, through the Grants Officer, upon a showing satisfactory to the Office of Education that such protection will result in more effective development of dissemination of the materials and would be in the public interest.
- d. With respect to any materials for which the securing of a copyright protection is authorized under paragraph (c), the Grantee hereby grants a royalty-free, nonexclusive, and irrevocable license to the Government to publish, translate, reproduce, deliver, perform, use, and dispose of all such materials.
- e. To the extent the Grantee has the right and permission to do so, the Grantee hereby grants to the Government a royalty-free, nonexclusive, and irrevocable license to use in any manner copyrighted material not first produced in the performance of this grant but which is incorporated in the materials. The Grantee shall advise the Grants Officer of any such copyrighted material known to it not to be covered by such license.

13. Acknowledgment and disclaimer in publication

Any publication or presentation resulting from or primarily related to the project being performed hereunder shall contain the following acknowledgment:

The project presented or reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

14. Patent Rights

a. Policy

In accordance with Department of Health, Education, and Welfare Regulations (45 CFR Subtitle A, Parts 6 and 8), all inventions made in the course of or under any Office of Education grant shall be promptly and fully reported to the Assistant Secretary (Health and Scientific Affairs), Department of Health, Education, and Welfare.

The grantee institution and the principal investigator shall neither have nor make any commitments or obligations which conflict with the requirements of this policy.

b. Determination

Determination as to ownership and disposition of invention rights, including whether a patent application shall be filed, and if so, the manner of obtaining, administering, and disposing of rights under any patent application or patent which may be issued, shall be either:

- (1) by the Assistant Secretary (Health and Scientific Affairs), whose decision shall be considered as final,
or
- (2) where the institution has a separate formal institutional agreement with the Office of Education or the Department, by the grantee institution in accordance with such agreement.

Patent applications shall not be filed on inventions under (1) above without prior written consent of the Assistant Secretary (Health and Scientific Affairs) or his representative. Any patent application filed by the Grantee on an Invention made in the course of or under an Office of Education grant shall include the following statement in the first paragraph of the specification:

The invention described herein was made in the course of, or under, a grant from the U. S. Office of Education, Department of Health, Education, and Welfare.

c. Reports and other requirements

A complete written disclosure of each invention in the form specified by the Assistant Secretary (Health and Scientific Affairs) shall be made by the Grantee promptly after conception or first actual reduction to practice, whichever occurs first under the grant. Upon request, the Grantee shall furnish such duly executed instruments (prepared by the Government) and such other papers as are deemed necessary to vest in the Government the rights reserved to it under this policy statement, to enable the Government to apply for and prosecute any patent application, in any country, covering each invention where the Government has the right to file such application.

The Grantee shall furnish interim reports (Annual Invention Statements) prior to the continuation of any grant, listing all inventions made during the budget period whether or not previously reported, or certifying that no inventions were made during the applicable period. Upon completion of the project period, the Grantee shall furnish a final invention report listing all inventions made during performance of work on the supported project or certifying that no inventions were made during that work.

d. Supplementary patent agreements

The Grantee shall obtain appropriate patent agreements to fulfill the requirements of this provision from all persons who perform any part of the work under the grant, except such clerical and manual labor personnel as will have no access to technical data, and except as otherwise authorized in writing by the Department.

The Grantee shall insert in each subcontract or agreement having experimental, developmental, or research work as one of its purposes, a clause making this provision applicable to the subcontractor and its employees.

e. Definitions

As used in this provision, the stated terms are defined as follows for the purposes hereof:

(1) "Invention" or "invention or discovery" includes any art, machine, manufacture, design, or composition of matter, or any new and useful improvement thereof, or any variety of plant, which is or may be patentable under the Patent Laws of the United States.

(2) "Made" when used in relation to any invention or discovery means the conception or first actual reduction to practice of such invention in the course of the grant.

f. Inventions resulting from grants made in support of research by Federal employees

Inventions resulting from grants made in support of research by Federal employees shall be reported simultaneously to the Assistant Secretary (Health and Scientific Affairs) pursuant to terms of the grant and to the employing agency under the terms of Executive Order 10096, as amended.

15. Travel

Travel allowances shall be paid in accordance with applicable State and local laws and regulations and grantee policies. If none of these is applicable, travel shall be done in accordance with Federal Government regulations. No foreign travel is authorized under the grant unless prior approval is received from the Grants Officer. Travel between the United States and Guam, American Samoa, Puerto Rico, the U. S. Virgin Islands, the Canal Zone, and Canada is not considered foreign travel.

16. Title to, and accountability for, equipment shall be determined in accordance with Chapter 1-410, Management of Equipment and Supplies Acquired Under Project Grants, of the Department of Health, Education, and Welfare Grants Administration Manual.

17. Service contracts

The Grantee may enter into contracts or agreements (to the extent permitted by State and local law) for the provision of part of the services under this grant by other appropriate public or private agencies or institutions. Such contract or agreement shall incorporate these grant terms and all other rules and regulations applicable to the program, shall describe the services to be provided by the agency or institution, and shall contain provisions assuring that the Grantee will retain supervision and administrative control over the provision of services under the contract. Services to be provided by contract pursuant to this section shall be specified in the project proposal or in an amendment thereto, and the proposed contract shall be submitted to the Grants Officer and be approved by him in writing.

18. Health and safety standards

Whenever the Grantee, acting under the terms of the grant, shall rent, lease, purchase, or otherwise obtain classroom facilities (or any other facilities) which will be used by students and faculty, the Grantee shall comply with all health and safety regulations and laws applicable to similar facilities being used in that locality for such purpose.

19. Compensation

If a staff member is involved simultaneously in two or more projects supported by funds from the Federal Government, he may not be compensated for more than a total of 100 percent time from such Government funds for all projects during any given period of time.

20. Labor standards

To the extent that grant funds will be used for alteration and repair (including painting and decorating) of facilities, the Grantee shall furnish the Grants Officer with the following:

a description of the alteration or repair work and the estimated cost of the work to be performed at the site;

the proposed advertising and bid opening dates for the work;

the city, county, and State in which the work will be performed; and

the name and address of the person to whom the necessary wage determination and labor standards provisions are to be sent for inclusion in contracts, not later than 6 weeks prior to the advertisement for bids for the alteration or repair work to be performed. The Grantee shall also include or have included in all such alterations or repairs the wage determination and labor standards provisions that are provided and required by the Secretary of Labor under 29 CFR Parts 3 and 5.

21. Equal employment opportunity

With respect to repair and minor remodeling, the Grantee shall comply with and provide for Contractor and Subcontractor compliance with the requirements of Executive Order 11246 as implemented by 41 CFR, Part 60. The terms required by Executive Order 11246 will be included in any contract for construction work, or modification thereof, as defined in said Executive Order.

22. Use of consultants

- a. The hiring and payments to consultants shall be in accordance with applicable State and local laws and regulations and grantee policies. However, for the use of and payment to consultants whose rate will exceed \$100.00 per day, prior written approval for the use of such consultants must be obtained from the Grants Officer.
- b. The Grantee must maintain a written report for the files on the results of all consultations charged to this grant. This report must include, as a minimum; (1) the consultant's name, dates, hours, and amount charged to the grant; (2) the names of the grantee staff to whom the services are provided; and (3) the results of the subject matter of the consultation.

23. Clearance of forms

To permit proper monitoring and clearance, the Grantee is to submit to the appropriate Program Officer, prior to use, 5 copies of all tests, questionnaires, interview schedules or guides, and rating scales which are to be employed in collecting data from 10 or more individuals or organizations. A brief report of related information (such as purposes of the study, relevance of the data-gathering instruments to these purposes, nature of the sample, number of respondents, burden on respondents, etc.) must accompany the copies of the instruments, in accordance with directions from the Office of Education.

EXCEPTIONS:

- a. Copies need not be submitted of conventional instruments which deal solely with (1) cognitive functions or technical proficiency (e.g., scholastic aptitude, school achievement), (2) routine demographic information, or (3) routine institutional information; but a report of the "related information" (as specified above) concerning the particular data-gathering instrument must be supplied to the Program Officer in order to permit appropriate monitoring and clearance.
- b. Ordinary classroom tests employed in the development of a new curriculum or as part of the regular instructional routine, constituting part of the project for which funds are granted, need be neither reported nor submitted; but final tests employed in such a project, serving purposes of evaluation, must be reported; and, if significantly unusual in such essential features as content, directions, form of response, etc., must be submitted in 5 copies.

24. Grant-related income and investment income

Income derived by the Grantee from activities conducted under the auspices of the activity supported or funded by this grant, other than investment income, is termed "grant-related income." Such income may be produced by the services of individuals or by employing equipment, facilities, or general services of the grantee organization. Any such grant-related income earned under this grant is to be used by the Grantee to further the purposes of the grant program. If the income cannot be used, it is to be paid by the Grantee to the U. S. Office of Education, for deposit as miscellaneous receipts in the Treasury.

Interest on other income earned by investment of grant funds is termed "investment income." Except in cases where it is earned by a State agency or institution, any investment income earned by the Grantee on funds received, under this grant, in advance of their being earned, are to be paid to the U. S. Office of Education, for deposit as miscellaneous receipts in the Treasury.

25. Changes in key personnel

The Project Director and other grant personnel specified by name in the proposal are considered to be essential to the work being performed. If for any reason substitution of a specified individual becomes necessary, the Grantee shall provide timely written notification to the Grants Officer. Such written notification shall include the successor's name, with a resume of his qualifications.

SECTION VII -- TITLE AND SIGNATURE PAGES

TITLE PAGE

Five copies of each proposal and ten copies of each title page should be received by the deadline. Please attach two copies of the title page to each proposal as cover sheets (for use in processing).

THE TITLE PAGE should contain the following information:

1. Name of applying agency, institution, organization and mailing address.
2. Name, title, address, and telephone number of a contact for information.
3. Category of activity for which funds are requested.
4. Total dollar amount requested.
5. Total dollar amount of the project.
6. Duration of grant.
7. Names of other participating agencies, institutions, organizations.

SIGNATURE PAGE

The following signatures should be obtained and attached on a sheet under the title page:

1. The typed name and signature of the contracting officer of the agency, institution, or organization, address and telephone number.
2. The typed name, signature, and address of the official or individual with the authority to obligate the institution or organization.
3. The typed names and signatures of authorizing officials of other agencies, institutions, or organizations who join in submitting the proposal.

April 13, 1971

Dr. Ivory V. Nelson
Assistant to the
Dean of the College
Campus

Dear Dr. Nelson:

Enclosed is some material from the United Board for College Development.

Please review this material and see if it has any ideas which may be of value for Prairie View A. and M. College.

Please advise me.

Very truly yours,

Alvin I. Thomas
President

AIT/maw

Enclosures

April 13, 1971

Dr. Ivory V. Nelson
Assistant to the
Dean of the College
Campus

Dear Dr. Nelson:

Enclosed is some material from the United Board for College Development.

Please review this material and see if it has any ideas which may be of value for Prairie View A. and M. College.

Please advise me.

Very truly yours,

Alvin I. Thomas
President

AIT/maw

Enclosures

THE UNITED BOARD FOR COLLEGE DEVELOPMENT

The Church in Action for Black Colleges -- a brief summary of its program and achievements - Spring, 1970

In twenty-seven months of operation, the United Board for College Development has raised approximately \$600,000 for black college development. Following are brief descriptions of programs now in operation or in the planning stages.

1. Library Development - The United Board has established the Cooperative College Library Center in Atlanta, Georgia, in which six charter member black colleges are involved. By purchasing books in mass volume, the Center will realize substantial discounts not available to the individual colleges alone. The books which normally would cost \$4.50 per volume to process are processed and shipped without charge to the member colleges ready for shelving, thus freeing at least one librarian in each college to be an educator instead of a clerk. Grants of \$300,000 have been received to operate the Center. Additional funds of \$1,000,000 have been sought for book purchasing, about one-tenth of which funds are already in hand. The Center will accommodate thirty colleges, and membership in the Center should be completed by mid-1970.

In relation to the Center, a conference of librarians from thirty colleges has been conducted to give them assistance in developing understanding of conversion of library classification systems, and a conference of non-professional library personnel has also been held, the first of its kind for black college libraries.

2. Southern Philanthropic Leadership Conferences - Plans are underway for holding six regional conferences in the South to which some 1,000 people of influence and financial resources will be invited, seeking to build support for the predominantly black colleges. The first of these Southern Philanthropic Leadership Conferences has been made a grant of \$5,000 for its funding and will be held in Georgia shortly. It is expected that all six conferences will be held in 1970-71.

3. Boards of Visitors - The United Board is assisting colleges in developing Boards of Visitors. The Boards are composed of influential citizens who can bring to the institutions the strength of their leadership and resources and attract additional support for the colleges. The Boards also serve as interpreters of the purpose, mission, current mood and condition of the institutions to the public.

4. Black Consortia - Besides giving assistance in a variety of ways to individual colleges, the United Board staff has been instrumental in assisting the development of consortia of black colleges in Texas, Mississippi, Alabama, Georgia and South Carolina. These consortia are making united efforts for black higher education in the respective states.

5. Curriculum - A new program is underway involving development of curriculum that will bridge the gap between student aspirations and national problems. This program is being worked in cooperation with New College in Sarasota, Florida, under the title of "Research Extension for Accelerated Learning." It

is designed to: assist in making the curriculum relevant to the interests of students; assist in furthering the faculty concern for excellence; assist in improving the student-faculty relationship. The plan includes interdisciplinary involvement in community problems and envisages the college's serving as a consultant to the community in meeting some of the urgent problems facing all urban centers. Participating in this program are faculty and students from New College in Sarasota and Morehouse College in Atlanta, Georgia.

6. Cooperative Education - A program in cooperative education (an arrangement involving alternating periods of work and study) is being developed with eight colleges. This program holds possibilities of additional funds for students to pursue their college careers. It provides wider experience in vocational choices and more relevant curricula for students as they apply their learning to the world beyond the campus.

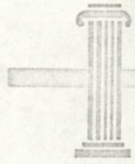
7. Faculty Recruitment - The United Board conducts a program in which it makes available to all black private colleges about 10,000 fresh names each year for possible employment as faculty members. An appreciable number of PhD's were added to black college faculties last academic year through this program.

8. Faculty Development - A new faculty development project is soon to be mounted which will involve a middle management training program for academic administrators for twelve black colleges. This program will be directed by a leading black educator.

9. Junior College Program - The United Board works with 17 black junior colleges and has sent to them in the last year books valued at \$100,000 for their libraries. A similar program in scientific laboratory equipment is now underway. A new direction is also being taken to work with black junior colleges to help them and their church-supporting bodies to redefine their roles in the contemporary setting so that they may increase their effectiveness in the educational world.

10. Church-College Relations - The United Board is attempting to increase the commitment of the Church to black colleges. It calls meetings of members of educational departments and other ecclesiastical leaders to improve and strengthen the relationship between the Church and its black institutions. Attempts are also being made to develop an overall strategy in higher education for blacks that will lead to merger and clustering of institutions to strengthen their programs and increase their financial resources.

Through the above programs, and others like them in the beginning stages, black colleges are helping themselves through assistance from the United Board for College Development. The emphasis throughout the Board's work is to involve black educators and black churchmen, as well as others, in programs which will directly assist black colleges in their development needs, thus increasing their continuing and historic effectiveness in educational leadership within the black community and in the nation.



keeping posted...

UNITED BOARD FOR COLLEGE DEVELOPMENT/159 Forrest Avenue, N.E., Suite 514, Atlanta, Georgia 30303

Volume I - Number 2

August, 1969

CARNEGIE MAKES \$233,000 GRANT FOR LIBRARY CENTER

The Carnegie Corporation of New York has made a grant of \$233,000 to the National Council of Churches, parent body of the United Board for College Development, for a Cooperative Library Center for joint purchasing and technical processing. The United Board originally proposed the center for MILES COLLEGE (CME), OAKWOOD COLLEGE (Seventh-day Adventist), STILLMAN COLLEGE (Presbyterian, U. S.), TALLADEGA COLLEGE (AMA and United Church of Christ), TUSKEGEE INSTITUTE (Independent), all in Alabama, and TOUGALOO COLLEGE (AMA and Disciples of Christ) in Mississippi. The Center will be in Atlanta, Georgia. Officers of the Center are Dr. Luther H. Foster of Tuskegee Institute, President; Dr. Lucius H. Pitts of Miles College, Secretary; and Dr. Herman H. Long of Talladega College, Treasurer.



The initial grant for exploring the project was made by The Jessie Smith Noyes Foundation of New York. A gift for the feasibility study for this project was made by Mrs. Henry C. Collins of Montgomery, Alabama.

HILLIS D. DAVIS APPOINTED DIRECTOR OF CENTER

The Director of the Cooperative Library Center is Mr. Hillis D. Davis, a graduate of Johnson C. Smith University (United Presbyterian) and the School of Library Service at Atlanta University, (Independent). For the past four years he has been head librarian at Hampton Institute (Independent), going there from a position with the library at West Virginia State College. He begins his new duties in August.

\$75,000 FEDERAL GRANT RECEIVED FOR BOOKS

The U. S. Office of Education has informed Dr. Luther H. Foster, President of the Cooperative Library Center, of a special purpose grant of \$75,000 for books to five of the six colleges in the Cooperative Library Center. These funds were made available under Title II of the Higher Education Act of 1965 and will be divided equally among the five institutions participating, each of which must add \$5,000 to the grant for the purchase of books, bringing the total to \$100,000 for this program. With economies realized through the Center the grant will have the purchasing power of \$167,000. The sixth college in the program, Oakwood, does not accept federal funds, but like the other participating colleges, has committed 80% of its annual book budget to purchase through the Center.

The proposal for this grant was submitted to the U. S. Office of Education by the United Board for College Development. Tuskegee Institute is the coordinating college.

Charles C. Turner, Director

Butler T. Henderson, Associate Director

Benjamin E. Mays, Resident Consultant

\$14,700 GRANT FUNDS
LIBRARY WORKSHOP

The Jessie Smith Noyes Foundation has granted \$14,700 to the United Board for a two-week workshop to (1) deal with the problems of conversion of library classification systems and (2) to improve in-service library technical assistants with special emphasis on technical processing. Involved will be head librarians, head catalogers, and one library technical assistant from 20 colleges. The program will be conducted by the Cooperative Library Center.

UBCD DIRECTORS
MEET IN ATLANTA

The Spring meeting of the Board of Directors of the United Board for College Development was held in Atlanta, April 22-23. Denominational Representatives were as follows: AFRICAN METHODIST EPISCOPAL CHURCH, Dr. Sherman L. Greene, Jr., of Washington, D. C.; AMERICAN BAPTIST CONVENTION, Dr. J. C. Herrin of Chapel Hill, N. C.; DISCIPLES OF CHRIST, Mrs. Charlotte B. Hensley for Dr. William L. Miller, Jr. of Indianapolis; NATIONAL BAPTIST CONVENTION, U.S.A., INC., Dr. E. A. Freeman of Kansas City, Kansas; PROGRESSIVE NATIONAL BAPTIST CONVENTION, U.S.A., INC., Dr. Louis Rawls of Chicago; SOUTHERN BAPTIST CONVENTION, Dr. Rabun L. Brantley of Nashville and Dr. Emanuel L. McCall of Atlanta; UNITED METHODIST CHURCH, Dr. William E. Clark for Dr. Daniel Wynn of Nashville; PRESBYTERIAN CHURCH, U.S., Dr. John B. Evans of Richmond. Con-sortia Representatives were Dr. Harold N. Stinson of Tuscaloosa for THE ALABAMA CENTER FOR HIGHER EDUCATION, and Dr. William B. Rogers of Dallas for THE TEXAS ASSOCIATION OF DEVELOPING COLLEGES. Present for THE COUNCIL OF PROTESTANT COLLEGES AND UNIVERSITIES were Dr. Samuel H. Magill of Washington, D. C. and Dr. Ralph H. Lee for Dr. Hugh M. Gloster of Atlanta. Dr. George H. Hanford of New York attended as a Member-at-Large. Student Representatives were Mr. Robert DeLeon, on leave from Morehouse College at Columbia University, and Miss Ava Marie Small of Clark College. THE NATIONAL COUNCIL OF CHURCHES was represented by Dr. Hubert C. Noble, Executive Director of the Department of Higher Education. -- Also present as guests of the Board were Sister Mary Jeanette of Atlanta for Mother Mary David of the ORDER OF THE BLESSED SACRAMENT, THE ROMAN CATHOLIC CHURCH; Mr. Phil Gersnehl for the Reverend Arthur M. Ahlschwede of Missouri, THE LUTHERAN CHURCH-MISSOURI SYNOD; and Dr. Walton Brown for Dr. Charles B. Hirsch of Washington, D. C., SEVENTH-DAY ADVENTIST. -- Other members of the Board are Dr. George L. Blackwell of Chicago for THE AFRICAN METHODIST EPISCOPAL ZION CHURCH; Dr. E. Theodore Jones, of Pennsylvania for the AMERICAN BAPTIST CONVENTION; Dr. C. D. Coleman of Memphis for THE CHRISTIAN METHODIST EPISCOPAL CHURCH; Dr. Robert C. Martin of New York for THE EPISCOPAL CHURCH; Dr. Wesley A. Hotchkiss of New York for THE UNITED CHURCH OF CHRIST; Dr. Evelyn Berry of New York for THE UNITED METHODIST CHURCH; Dr. Thelma Adair of New York for THE UNITED PRESBYTERIAN CHURCH, U.S.A.; Dr. George A. Owens of Tougaloo for THE MISSISSIPPI ASSOCIATION OF DEVELOPING COLLEGES; Dr. Benjamin F. Payton of Columbia, S. C., for THE TRIANGLE ASSOCIATION OF COLLEGES; and Dr. Prince E. Wilson for THE ATLANTA UNIVERSITY CENTER CORPORATION. Other Members-at-Large are Dr. James M. Godard of Atlanta, Dr. William Litterick of New York, and Dr. Samuel Proctor of New Jersey.

ENTRALIZATION
C COOPERATION FOR A NEW LEVEL OF QUALITY
COMMUNICATION

THE COOPERATIVE COLLEGE LIBRARY CENTER was sponsored by the United Board for College Development and funded initially by the Carnegie Corporation in response to the need of Negro colleges to rapidly attain a new level of quality. Adequate library facilities are essential to the attainment of a superior educational environment. Cooperation and centralization are effective methods of utilizing the resources that are available and attracting others. Cooperation fosters multi-level planning, sharing, and receipt of finances not available to individual institutions. Centralization makes it possible to disseminate more materials less expensively.

PURPOSES of the Center are:

To assist member college libraries in the selection of materials.

To purchase, catalog, and process library materials.

To coordinate cooperative acquisitions, interlibrary loans, and the reproduction of materials for the member libraries.

To promote the development of programs for the expanded use of library resources.

To stimulate the improvement of library facilities and services.

To cooperate in the development of library personnel.

SERVICES performed initially by the Center are:

Centralized purchasing, cataloging, and processing of materials for the member college libraries.

A ten-day Workshop on Conversion of Classification Systems and Improvement of Library Technical Assistants, funded by the Jessie Smith Noyes Foundation with librarians and technical assistants from twenty-eight colleges in attendance.

Administration of a Hill Family Foundation and Southern Education Foundation project to up-grade United Negro College Fund college librarians and increase their library holdings for a period of three years.

CHARTER MEMBERS of the Center are:

MILES COLLEGE	BIRMINGHAM, ALABAMA
OAKWOOD COLLEGE	HUNTSVILLE, ALABAMA
STILLMAN COLLEGE	TUSCALOOSA, ALABAMA
TALLADEGA COLLEGE	TALLADEGA, ALABAMA
TOUGALOO COLLEGE	TOUGALOO, MISSISSIPPI
TUSKEGEE INSTITUTE	TUSKEGEE, ALABAMA

The Center was incorporated as a nonprofit making institution in 1969 in Atlanta, Georgia with the expectation that it will ultimately serve twenty-five colleges.

SERVICES performed initially by the Center are:

Centralized purchasing, cataloging, and processing of materials for the member college libraries.

A ten-day Workshop on Conversion of Classification Systems and Improvement of Library Technical Assistants, funded by the Jessie Smith Noyes Foundation with librarians and technical assistants from twenty-eight colleges in attendance.

Administration of a Hill Family Foundation and Southern Education Foundation project to up-grade United Negro College Fund college librarians and increase their library holdings for a period of three years.

CHARTER MEMBERS of the Center are:

MILES COLLEGE	BIRMINGHAM, ALABAMA
OAKWOOD COLLEGE	HUNTSVILLE, ALABAMA
STILLMAN COLLEGE	TUSCALOOSA, ALABAMA
TALLADEGA COLLEGE	TALLADEGA, ALABAMA
TOUGALOO COLLEGE	TOUGALOO, MISSISSIPPI
TUSKEGEE INSTITUTE	TUSKEGEE, ALABAMA

The Center was incorporated as a nonprofit making institution in 1969 in Atlanta, Georgia with the expectation that it will ultimately serve twenty-five colleges.

new
force
for
new
direction



The Symbol



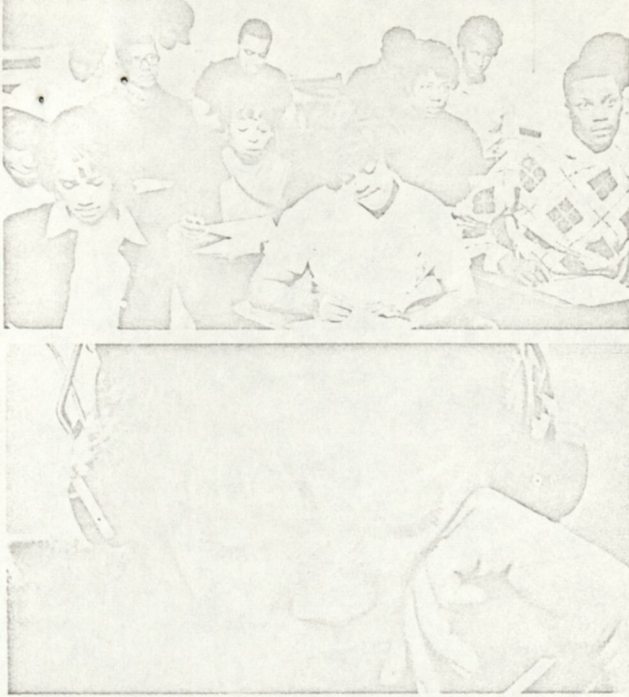
The new symbol for the United Board for College Development consists of four specific elements, all of which are unified to support the cause and effect of the Board. The thrusting arrow signifies development and progress, while the column suggests the pillar of education upon which the Board's cause rests. The cross formed by their meeting mirrors the concern of the Church for higher education. The circle denotes the united effort of the Church required for progress in Christian education. Brown, black, ochre, and gold are the colors representing the Church's commitment to minority groups for equal educational opportunity.



The United Board for College Development

The United Board for College Development is a creation of the Department of Higher Education of the National Council of the Churches of Christ in the U.S.A. and is funded by the participating churches and the Ford Foundation. The United Board, established to render maximum assistance to predominantly Negro colleges in their total development, is located in Atlanta, Georgia, so that it may effectively serve the needs of the colleges, the vast majority of which are located in the South.

A major consultation called by the Department of Higher Education of the National Council of Churches involving over one hundred college presidents, trustees, and church board secretaries was held in 1965 in Philadelphia. This meeting issued a mandate for renewed and vigorous action by the Church in behalf of its historically Negro colleges. The United Board for College Development evolved from this meeting and is viewed as a major development in the Church's continuing concern for equal educational opportunity.



Challenges to be Met

The goals of the United Board for College Development are defined in full recognition that only through cooperative efforts can the strength of the predominantly Negro colleges be rapidly increased. The following are the purposes of the United Board:

- To serve as a resource for developing and implementing plans for strengthening Negro colleges.
- To raise funds to assist the colleges in effecting projects the Board may jointly sponsor with them.
- To assist in developing cooperative arrangements from which these colleges will benefit.
- To stimulate, coordinate, and assist in the development of action programs designed to meet the specific needs of predominantly Negro colleges.
- To facilitate united action by the boards and agencies of the churches in matters relating to predominantly Negro colleges.
- To encourage the mutual involvement of predominantly white and Negro denominations and colleges in higher education projects in which they have a common interest.
- To advise colleges in consortia in conceiving programs and preparing proposals for the consideration of government agencies and foundations.
- To cooperate with the colleges in programs designed to strengthen internal aspects of institu-

tional life and administration.

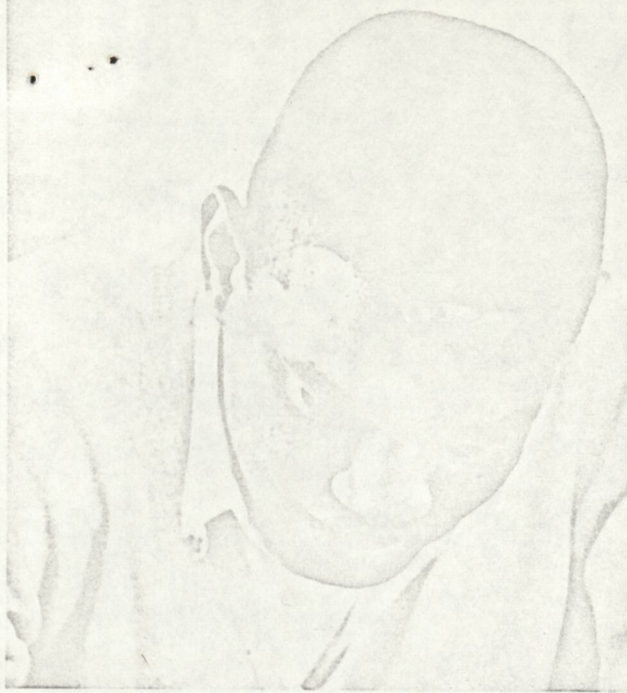
- To interpret to the Church and the public at large the concerns and contributions of the predominantly Negro colleges.
- To engage the colleges in an examination of their relationships to the Church and the nation.

The Predominantly Negro College

Over fifty historically Negro colleges are involved in the work of the United Board for College Development. They span the area from Virginia to Texas and Ohio to Florida and range in quality from some of America's most famous and promising institutions to colleges that are struggling for survival.

Together these institutions serve a significantly large portion of Negro students who are pursuing higher educational careers. No other institutions are more seriously engaged in identifying, recruiting, and financially assisting Negro students to obtain an education than are the predominantly Negro colleges.

Most of these institutions are liberal arts colleges preparing students to study for such professions as medicine, law, school and college teaching,



social work, the ministry and also for careers as scientists, business leaders, and government workers.

During the period of transition to integration in our society, the importance of these colleges is magnified because, historically, they have produced the American Negro leadership and are still developing it to a disproportionate degree. Of all institutions of higher learning, these predominantly Negro colleges are making one of the most significant contributions to current national life and will continue to do so in the years ahead. As old patterns change, these great institutions of the Church will move into their rightful places in the total system of American higher education. If the Negro colleges are to maintain a high quality of service during this transition period as well as in the future, they must be assisted in the development of their full potential as rapidly as possible.

A Complementary Effort

The United Board for College Development actively cooperates with other educational agencies and especially with those concerned with Negro higher education. Careful effort is made to complement other existing programs and to cooperate with them

in the development of a comprehensive strategy. Thus the total effect is to bring all possible assistance to the full development of institutions of higher learning primarily serving Negro youth.

Board Membership

The United Board is composed of representatives from church denominations which support predominantly Negro colleges and from other denominations which have particular interest in Negro higher education. Additional membership is held by civic leaders and by persons from educational agencies, area consortia involving predominantly Negro colleges, and the staff of the National Council of Churches.

Staff: Charles C. Turner, *Director*; Butler T. Henderson, *Associate Director*; Benjamin E. Mays, *Resident Consultant*; Mrs. Virginia G. Dickerson, *Secretary*.

UNITED BOARD FOR COLLEGE DEVELOPMENT
159 Forrest Avenue, N.E., Suite 514
Atlanta, Georgia 30303
Telephone: 404/688-5153

NOTICE OF GRANT AWARDED

Under Authority of Federal Statutes and Regulations, and Public Health Service Policy Statements applicable to:

☐ Research Grant ☒ Training Grant



DATE ISSUED: 04/05/71

Grant Number
1 E01 AH 00785-01

TOTAL PROJECT PERIOD:
From Through

GRANT PERIOD:
From Through

Title of Project or Area of Training
ALLIED HEALTH PROFESSIONS EDUCATIONAL IMPROVEMENT PROGRAM - BASIC GRANT

Grantee Institution

**PRAIRIE VIEW A AND M COLLEGE
PRAIRIE VIEW, TEXAS 77445**

Principal Investigator or Program Director

**IVORY V. NELSON, PH.D.
ASSISTANT DEAN OF COLLEGE
PRAIRIE VIEW A AND M COLLEGE
PRAIRIE VIEW, TEXAS 77445**

APPROVED BUDGET

FOR BUDGET PERIOD 04/01/71 Through 03/31/72

Personnel..... \$
Consultant Services*.....
Equipment*.....
Supplies.....
Travel-Domestic*.....
Travel-Foreign*.....
Hospitalization*.....
Outpatient Costs*.....
Alterations and Renovations*.....
Publication Costs*.....
Other.....
Trainee Stipends*.....
Trainee Tuition and Fees*.....
Trainee Travel*.....

TOTAL DIRECT COSTS → \$ **11,943**

AWARD COMPUTATION

1. DIRECT COSTS.....\$ **11,943**
2. INDIRECT COSTS... **NOT ALLOWED**\$
(Calculated at _____ rate)
3. TOTAL.....\$ **11,943**
4. Less Unobligated Balance from
Prior Budget Period(s).....\$

5. AMOUNT OF THIS AWARD → \$ **11,943**

SUPPORT RECOMMENDED FOR REMAINDER OF PROJECT PERIOD
(Subject to the Availability of Funds)

Budget Period Total Direct Costs

*Asterisks indicate limited or restricted budget categories

Accountability for equipment: ☐ conditionally waived ☒ not waived

Remarks **THIS GRANT IS APPROVED FOR THE SUPPORT OF PROGRAMS OF STUDY PREPARING STUDENTS AS THE FOLLOWING: MEDICAL TECHNOLOGIST, DIETITIAN.**

THE APPLICATION FOR THIS AWARD GAVE ASSURANCE THAT 20 FULL-TIME STUDENTS WILL BE ENROLLED ON OCTOBER 15, 1971, IN THE PROGRAM(S) OF STUDY SPECIFIED IN THE APPROVED APPLICATION.

Common Account Number 18319206	PHS Account No. 84-6624	PHS List Number	PHS Transaction Number 01-0F0106
--	-----------------------------------	-----------------	--

Payments on this grant will be made to:

**HORACE D. MURDOCK
BUSINESS MANAGER
PRAIRIE VIEW A AND M COLLEGE
PRAIRIE VIEW, TEXAS 77445**

Recommending National Advisory Council or Committee

Signature of PHS Official

/s/ Thomas D. Hatch

**THOMAS HATCH, ACTING DIRECTOR
DIVISION OF ALLIED HEALTH MANPOWER**

April 2, 1971

Mr. Wilbert W. Bolton, Jr.
Grants Officer
National Science Foundation
Washington, D. C. 20550

Dear Mr. Bolton:

In reference to Grant # GW 6263, "Summer Institute in Science for Secondary School Teachers," and Grant # GW 6667, "Student Science Training Program (Pre-College)" both under the direction of Dr. E. E. O'Banion, the following recommendation is forwarded for your approval.

Dr. E. E. O'Banion passed on March 27, 1971, and we hereby recommend Dr. L. C. Collins as Director of Grant # GW 6263, "Summer Institute in Science for Secondary School Teachers, and Mr. William Reid as Director of Grant # GW 6667, "Student Science Training Program (Pre-College)".

Thank you very much for your consideration.

Sincerely yours,

Ivory V. Nelson
Assistant Dean of College

IVN/ah

cc: Dr. W. W. Clem, Dean, School of Arts and Sciences
Mr. E. K. Jones, Acting Head, Division of Natural Science
Dr. L. C. Collins, Head, Biology
Mr. William Reid, Assistant Professor of Chemistry
Dr. A. J. McNeil, Dean of the College
Dr. A. I. Thomas, President